

S
372.6
P11SG
1963

THE STUDY GUIDE
In
LANGUAGE ARTS

GRADES 1-8



HARRIET MILLER

State Superintendent of Public Instruction

HELENA, MONTANA

1963



Montana State Library



3 0864 1006 0745 9

THE STUDY GUIDE
In
LANGUAGE ARTS
GRADES 1-8

Developed by the
Montana Language Arts Curriculum Committee
in cooperation with the
Montana Reading Council
Approved by the
State Superintendent of Public Instruction
Adopted by the
State Board of Education

HARRIET MILLER
State Superintendent of Public Instruction
HELENA, MONTANA

1963

Publication authorized by the State Superintendent of Public Instruction,
October 15, 1963.

Requests to reprint any section of this material should be addressed to the
State Superintendent of Public Instruction, Helena, Montana.

FOREWORD

The **Study Guide in Language Arts, Grades 1 - 8**, has been developed by the Montana Language Arts Curriculum Committee in cooperation with the Montana Reading Council and has been approved by the State Superintendent of Public Instruction and adopted by the State Board of Education as part of the basic minimum sequence in Language Arts and English, grades one through twelve, for use in Montana public elementary and secondary schools.

The material in this **Guide** is organized to emphasize the development of individual ability for the most effective transmission of ideas through reading and listening, writing and speaking. Both this **Guide** and its companion volume, **The Montana Program for Developmental Reading**, recognize individual differences in learning, allow for flexible patterns of organization of course content and present teaching suggestions and materials appropriate for use with a wide range of pupil abilities. A study of the overall outline of material for all grades will reveal how the content of scope and sequence of each grade and specific area fits into the total.

Grateful appreciation for continued, dedicated and professional assistance in the development of the **Guide** is due the members of the Language Arts Curriculum Committee, the Montana Reading Council, the teachers who have appraised preliminary outlines, the school boards and administrators who have supported the work, and the staffs of the Montana institutions of higher learning who have served as consultants.

HARRIET MILLER,
State Superintendent
of Public Instruction.

Members of the Language Arts Committee Appointed in April, 1958

Kenneth Bahnson.....	Glendive
Miss Mary Lou Beadle.....	Roundup
Robert Berge.....	Glendive
Miss Thelma Bernston.....	Glendive
Mrs. Thomina Brown.....	Circle
Miss Elizabeth Cooke.....	Laurel
Mrs. Emma Dawson.....	Bridger
Mrs. Catherine Drewiecke.....	Scobey
Henry DuGarm.....	Worden
Donald Easton.....	Laurel
Mrs. Muriel Fischer.....	Billings
Clinton Fretland.....	Miles City
Mrs. Berniece Gould.....	Glasgow
Miss Mabel Huether.....	Miles City
Mrs. Louella Johnson.....	Plentywood
Mrs. Elizabeth Little.....	Sidney
Miss Mary Jean Martin.....	Wolf Point
Miss Violet Nelson.....	Red Lodge
Mrs. Doris Oliphant.....	Glasgow
Mrs. Helen Pokarney.....	Bridger
Robert Saltee.....	Billings
Miss Kathleen Tubman.....	Billings
Mrs. Helen Twilling.....	Glendive

Consultants:

Miss Genevieve Albertson.....	WMCoE, Dillon
Dr. Agnes V. Boner.....	MSU, Missoula
Miss Ruth Harpel.....	Great Falls
Mrs. Barbara Longmaid.....	DPI, Helena
Mrs. F. H. Petro.....	Miles City
Mrs. Dora J. Reese.....	EMCoE, Billings
Robert G. Sando (deceased).....	DPI, Helena

in cooperation with members of the Montana Reading Council, including
the following members of the M. R. C. Steering Committee:

A. E. Barnes.....	Helena
George A. Berges.....	Miles City
Mrs. Laura Bickell.....	Missoula
Dr. Wesley Caspers.....	WMCoE, Dillon
George H. Millis.....	MSU, Missoula
Mrs. Winnafern Moore.....	DPI, Helena
Dr. James J. R. Munro.....	MSU, Missoula
Miss Esther Oehring.....	NMC, Havre
Mrs. Elnora A. Wright.....	MSC, Bozeman

TABLE OF CONTENTS

Foreword	3
Introduction to the Language Arts	7
The Reading Program	9
Reading Levels Chart	10
Continuous Growth in Reading	11
Reading in the Primary Grades	12
Reading in the Intermediate Grades	24
Reading in Grades Seven and Eight	35
Oral Communication	43
Grade One	45
Grade Two	46
Grade Three	47
Grade Four	48
Grade Five	49
Grade Six	51
Grade Seven	54
Grade Eight	55
Written Communication	57
Spelling	58
Grades One-Eight	59
Handwriting	60
Creative Writing	62
Grade One	63
Grade Two	63
Grade Three	64
Grade Four	65
Grades Five and Six	65
Grades Seven and Eight	66
Language Usage and Letter Writing	
Grade One	67
Grade Two	68
Grade Three	69
Grade Four	72
Grade Five	75
Grade Six	78
Grade Seven	80
Grade Eight	83
Bibliography of Suggested References and Teacher Aids	85



Digitized by the Internet Archive
in 2012 with funding from
Montana State Library

<http://archive.org/details/studyguideinlang62mont>

INTRODUCTION TO THE LANGUAGE ARTS

Ideas and impressions are received by reading and listening; ideas are transmitted or expressed by writing and speaking. The Language Arts—listening, speaking, reading, writing, spelling, and the study of literature and grammatical construction—are all facets of oral and written communication.

The aim of the Language Arts program in the elementary school is to develop each child's ability to communicate. The Montana program as outlined in this Guide includes activities to help each child acquire skill and information, think clearly about his problems, and express his thoughts and feelings through effective communication with others. Just as every child's personal, social and educational adequacy is affected by his increasing competency in reading, so then is his ability to speak and write of utmost importance during his entire life. The child who communicates easily learns more easily, enjoys school, makes friends and enters into group activities with confidence. Both impression and expression are essential to learning; the inability to listen and speak effectively inhibits the natural potentialities for learning. The Language Arts provide the key to impression and expression.

To meet the varying needs of children, instruction in the Language Arts must be interesting and functional and give opportunity for expression that is meaningful and creative. Therefore, Language Arts skills must be introduced at appropriate levels and maintained and advanced at succeeding levels. Good instruction should provide a variety of activities to meet the varying needs of individual children; it should be functional so that children see its value and want to learn; it should encourage creative expression to provide for outlet of ideas and emotion. Only if the Language Arts program is interesting and functional and promotes creative expression can it adequately satisfy the needs of children.

The teacher is the model for language growth; the teacher is the person with whom the child identifies himself and whom he emulates. The teacher must set the example well, teach the skills accurately, provide for functional experiences and encourage creative expression.

Reading is not a subject apart from other areas of the Language Arts Program. There is a definite relationship among abilities in listening, speaking, reading, spelling and writing. As a child cannot learn to talk until he has first learned through listening, so the child cannot learn to read until he is able to understand others and can express himself well in sentences. He learns to write and spell satisfactorily the words which he has mastered in speaking and reading.

Because the Language Arts Program incorporated in this Guide departs from traditional content, the Guide has been divided into three major sections; Reading, Oral Communication and Written Communication. Within each of the three divisions the Guide is further subdivided into grade groupings for use at the primary, intermediate and junior high school levels.

The Reading Program

Grades 1-8

THE READING PROGRAM

EACH child has his own growth pattern. Research has shown that a child can achieve and learn only as his own growth pattern permits. A sound reading program acknowledges these concepts regarding individual growth patterns.

The Reading Program contained in this Montana **Study Guide in Language Arts** is a condensation of the much more comprehensive **Montana Program for Developmental Reading**, available from the State Publishing Company, Helena, Montana. In both the condensed and the longer version, the Montana Reading Program, based on a philosophy of continuous growth in relation to the individual needs of children, may be readily interpreted for daily classroom use.

The Reading Program is presented in reading levels, correlated with standard school year, or grade, divisions. This does not mean, however, that an entire group of children is expected to move through the yearly reading program in a lock-step manner. For example, some children may take four years to complete the program ordinarily outlined for the first three grades; other children may cover the work of the first three grades and also accomplish many enriching and other challenging reading activities within the same three-year period.

A good reading program makes provision **at each reading level** for teaching basic reading (how to read), for teaching reading in the content fields (i. e., reading for information), for stimulating recreational ("fun") reading, and for teaching corrective and remedial reading to individuals who need it.

In order that the teacher may guide the reading progress of her students in a manner compatible with this philosophy, the Language Arts Curriculum Committee and the Montana Reading Council urge that each teacher give particular attention to the Levels Chart and the Continuous Growth in Reading delineation on pages 10 and 11 of this **Guide**. Additional helps for enrichment, corrective and/or remedial aid, and extended provisions for individual differences will be found in the **Montana Program for Developmental Reading**.

READING LEVELS CHART

Readiness	Reading Growth	Levels	Grades
Means preparation for reading at each grade	Should be sequential and continuous throughout the school reading program.	1. Readiness 2. Pre-primer 3. Primer 4. First Reader	1
Includes review, motivation, and provision of background information.		5. Readiness 6. Book 1 7. Book 2	2
		8. Readiness 9. Book 1 10. Book 2	3
		11. Readiness 12. Basic Reader 13. Readiness 14. Basic Reader	4
		15. Readiness 16. Basic Reader 17. Readiness 18. Basic Reader	5
		19. Readiness 20. Basic Reader	6
			7
			8

At All Levels

Enrichment is best when integrated in the basic reading program as well as provided through supplementary reading program in each grade.

Provisions for Corrective and/or Remedial Aid. Special attention should be given to techniques for diagnosis and corrective measures, plus special materials for these poor readers.

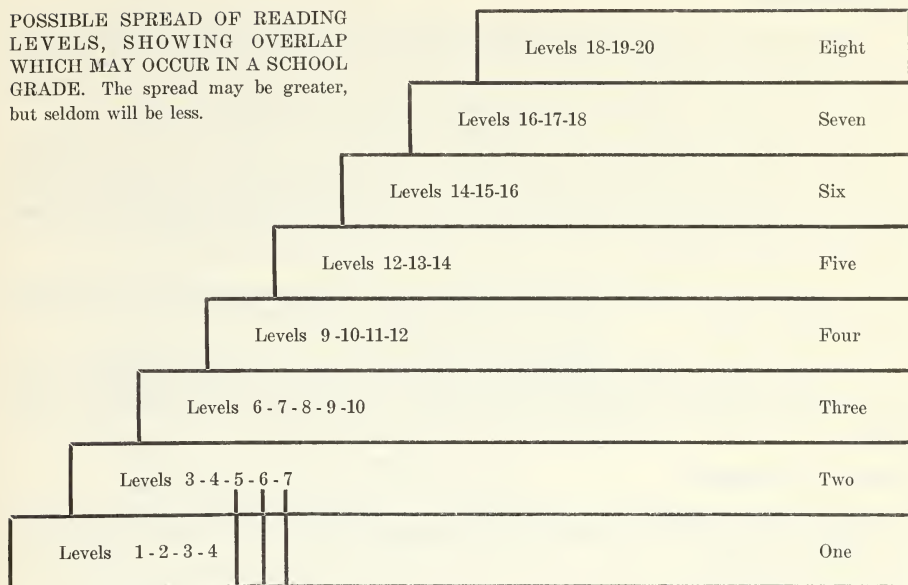
Provisions for Individual Differences. The content, methods, and materials should be varied in each grade for the more able as well as for the slow learner.

Evaluation. Systematic and regular appraisal through tests and observations is vital at all levels.

CONTINUOUS GROWTH IN READING

GRADE

POSSIBLE SPREAD OF READING LEVELS, SHOWING OVERLAP WHICH MAY OCCUR IN A SCHOOL GRADE. The spread may be greater, but seldom will be less.



READING LEVELS DEFINED

- 20—Program
- 19—Reading
- 18—High School
- 17—Junior
- 16—Sixth Year Readers
- 15—Sixth Year Readiness
- 14—Fifth Year Readers
- 13—Fifth Year Readiness
- 12—Fourth Year Readers
- 11—Readiness for the Fourth Year
- 10—Basic Readers for Third Grade, Book Two
- 9—Basic Readers for Third Grade, Book One
- 8—Readiness for Third Grade Reading
- 7—Basic Readers for Second Grade, Book Two
- 6—Basic Readers for Second Grade, Book One
- 5—Readiness for Second Grade
- 4—First Basic Readers
- 3—Primers
- 2—Pre-primers
- 1—Readiness for first grade

CHILDREN IN A GIVEN GRADE

WILL READ AT VARIOUS LEVELS

ACCORDING TO INDIVIDUAL ABILITY & BACKGROUND

READING IN THE PRIMARY GRADES

FIRST GRADE READING PROGRAM

INTRODUCTION

Most boys and girls are eager to go to school when they arrive at the magic age of six. But there is no guarantee that each child will automatically learn to read just because he is six, or near-six, or just-past six, and entering school, or just because he wants to read. It takes much careful planning, work and cooperation on the part of both parents and teachers to make the reading dream come true.

Each child who enters the first year of school is different from all others—in his home experience, in his mental, physical, social and emotional maturity. Some have come from homes where parents have read to them and given them many readiness experiences. Some children have never had experiences which foster interest in reading or chances to practice skills which will help them learn to read. **Each child is an individual.** As we help children learn, we must adapt our teaching methods and materials to meet these individual differences.

The first grade work includes four levels of work. Level 1 is the reading readiness level; level 2 is the level at which children read pre-primers; level 3 is the primer level; and level 4 is the level at which the first readers are used.

Some children will be ready to move from one level to another before others. Not all children will be able to cover all 4 levels of the first grade work during the first year. To meet this spread of achievement, children should be grouped according to their needs and move through these levels according to their abilities.

LEVEL 1: READINESS

This is the reading readiness level. At this level, many experiences are given to the children to develop the abilities to begin initial reading activities with a feeling of success. This period is of utmost importance. Suggestions follow:

A. General school readiness

1. Health: Learning to read is dependent upon physical well-being and proper eye, ear, speech and motor coordination.
 - a. Check all possible information regarding the child's health. Pre-school medical reports, teacher observation and conferences with parents should bring to light any symptoms of poor vision, hearing, speech defects or hand dominance which need help or correction.
 - b. Helping parents understand the importance of having defects corrected is part of the responsibility of the teacher.

2. Emotional and social adjustment

- a. Lead the beginner to feel he is a part of a group by encouraging him to share responsibilities, enter into group activities and learn to respect the rights and properties of others.

3. Physical

- a. Develop general motor coordination through:

- 1) Ball games, rope jumping and other playground activities.
- 2) Experiences with rhythmic activities such as marching, skipping, skating, galloping and simple dances.
- 3) Participation in pretending and imitating games.
- 4) Experiences with modeling clay, puzzles, peg boards, finger paint, cutting and paper tearing exercises.

B. Reading readiness

1. Build a background of meaningful experiences by:
 - a. Learning to know and appreciate the new environment.
 - b. Caring for pets and plants.
 - c. Arranging collections of nature objects.
 - d. Sharing special talents and interests.
 - e. Taking excursions on school premises and in the neighborhood.
2. Develop left to right eye movement by:
 - a. Following the teacher's hand as she writes from left to right.
 - b. Following picture stories from left to right.
3. Develop visual discrimination by:
 - a. Matching pictures, designs and shapes.
 - b. Identifying objects, pictures or materials which do not belong to a group.
 - c. Identifying and matching colors.
 - d. Seeing likenesses and differences in many varied objects.
4. Develop auditory discrimination by:
 - a. Hearing words that rhyme in nursery jingles and poems.
 - b. Pronouncing new words and talking about their meanings.
 - c. Imitating sounds of pets, farm animals, trains and cars.
 - d. Noting words which begin alike and some names that begin with the same sound.
 - e. Identifying the wrong word in a series of words having the same initial sound.
5. Develop skill in picture interpretation by:
 - a. Arranging story pictures in sequence.
 - b. Drawing pictures of parts of stories liked best.
 - c. Telling stories from pictures.
 - d. Recognizing types of characters and emotions; perceiving relationship of time and place.
6. Develop an appreciation for books by:
 - a. Establishing reading corner.
 - b. Demonstrating how to hold a book and turn pages.
 - c. Giving many opportunities for children to handle and enjoy books.
7. Develop ability to see relationship between oral vocabulary and written symbols through:
 - a. Practice in recognizing their own and other children's names on belongings.
 - b. Helping children be aware of teacher-made signs and labels about the room.
 - c. Giving opportunity for cooperatively dictating experience stories, letters or notes to parents.
8. Create the desire to learn to read by:
 - a. Regular and pleasant story hours.
 - b. Encouraging the children to discuss the stories read.
 - c. Encouraging the children to re-tell and dramatize stories, poems and nursery rhymes.

C. Evaluating reading readiness

1. A child is ready for formal reading instruction when:
 - a. He rates according to standards on a reading readiness test.
 - b. He has made emotional, social and physical adjustment to school.
 - c. He has general information concerning home, school, neighborhood and nature.
 - d. He possesses an adequate speaking vocabulary which he uses easily.
 - e. He is able to manipulate materials and handle books.
 - f. He speaks clearly.
 - g. He appreciates and interprets pictures and picture books.
 - h. He displays interest in printed symbols and recognizes their function.
 - i. He is reasonably accurate in visual and auditory discriminations.
 - j. He is interested in wanting to learn to read.

LEVEL 2: PRE-PRIMER

Pre-primers with related materials are introduced at this level. This initial introduction to reading from the book should be a successful experience for the child. Suggestions follow:

A. Basic reading work for Level 2

1. Introduce pre-primers as a happy experience.
2. Give children purposes for reading stories and for reading sentences or small divisions of the page.
Silent reading should precede oral reading of all sentences at this level. (See manuals.)
3. Establish a sight vocabulary—present new words in context on chalkboard or chart using manuscript writing. (At the end of three pre-primers, the children should know approximately sixty sight words.)
4. Give opportunities for reading new words in many ways, such as: teacher-made chart stories, suitable word games and other pre-primers using the same vocabulary.

B. Word attack skills

1. Using the meaning of the sentence as a context clue in getting a new word.
2. Recognizing that words beginning with the same consonant usually have the same sound.
3. Auditory perception of rhyming words.
4. Recognizing that words are formed by adding “s” to the root word; example: play—plays, boy—boys.

C. Enrichment activities

1. Teacher reads stories and poems to the children for enjoyment.
2. Children help compose and read many experience stories.
3. Children begin reading pre-primers for **fun**-reading at an easier level as soon as they reach the second pre-primer.
4. Children continue to enjoy picture books.

LEVEL 3: PRIMER

Primer materials of the basic series are used at this level. The vocabulary of the pre-primers is the starting level and vocabulary is added in basic materials. Suggestions follow:

A. Basic reading work for Level 3.

1. Introduce primers after successful completion of basic pre-primers, followed by reading supplementary pre-primers to achieve mastery.
2. Continue guided student silent and oral reading.
3. Promote story interpretation through thorough, systematic guidance.
4. Continue work on left-to-right eye progression. Markers may be used as an aid to this learning.
5. Encourage the habit of noting and reacting to various kinds of reading materials in the room.
6. Help children to appreciate the use of book titles, unit headings and story titles.
7. Encourage increased fluency in oral reading.
 - a. Practice reading in parts.
 - b. Dramatize stories with only spoken parts read orally.
 - c. Share stories with other groups and rooms.
 - d. Provide opportunities for re-reading stories involving audience reading, turn-about reading and assignment of reading partners.
8. Provide practice material to accompany reading lessons using basic reading workbooks and teacher-made materials.

B. Word attack skills

1. The child should have a sight vocabulary of between 50 and 60 words at the beginning of this level.
2. This sight vocabulary is maintained and constantly retaught when necessary.
3. New words are introduced in context and used many times.
4. Phonetic analysis is now introduced as a method of word attack.
 - a. Visual-auditory perception of the initial consonant sounds f, b, m, c, s, t, h, n, k, l, p, d, w, j & y.
5. Use structural analysis as a method of word attack.
 - a. Adding **s** and **ed** to known words. (toys, boats, wanted, played).
 - b. Noting parts of words which look alike (bump—jump, talk—walk).
 - c. Noting the number of tall letters a word contains, as well as the number of letters which drop below the line.
6. Reserve a few minutes at the end of the reading period to fix new words and review any others which gave difficulty during reading time.

C. Enrichment activities

1. Teacher continues reading stories, poems and excerpts to children for their enjoyment.
2. Children begin reading easy library books on pre-primer level.
3. Continue the use of the experience story.
4. Use dramatization, dramatic play and simple choral readings.
5. Continue the use of varied and colorful picture books.
6. Use supplementary readers on this same level for further reading experience.

LEVEL 4: FIRST READER

At this level children have developed the ability to read on first reader level. Basic materials on this level are used and **fun** reading on easier levels is encouraged. Suggestions follow:

A. Basic reading work for Level 4.

1. Performances on Level 3 materials should be successful before the child enters Level 4. Additional supplementary reading on Level 3 pays dividends.
2. Continue carefully guided reading experiences. (See Level 3A.)
3. Increase the difficulty of questions asked and purposes set for reading.
4. Continue to give opportunity for oral interpretation of mood and conversation.
5. Give practice in anticipation of plot developments, outcomes, drawing conclusions and enjoying memory magic.

B. Word attack skills

1. Reteach and maintain word analysis skills taught on Level 3.
2. Teach phonetic skills:
 - a. Final consonants d, p, k, t, m, s, d, l
 - b. Digraphs wh, th, ch, sh
 - c. Serial substitution of both initial and final consonants.
Examples: **can** to ran, pan, fan, etc.; **car** to cap, cab, can, etc.
3. Use structural analysis:
 - a. Simple compound words such as cannot, into, something
 - b. Endings **ed, s, ing**.

C. Enrichment activities

1. Teacher continues reading stories and poems to children.
2. Children read easy library books on pre-primer and primer level.
3. Children may make picture dictionaries.
4. Choral readings are introduced for enjoyment of rhythm and poetical expression.

Corrective and Remedial Reading—First Grade—Levels 1-4

The most important phase of corrective work in the first grade is to be sure that children are successful at each level before they can go on to the next level. **Prevention** rather than **correction** of difficulties is the aim. Moving children from one level to the next before success is attained creates corrective and remedial cases.

However, there may be a child or two in a first grade group who is average or above in ability, yet who cannot learn to read in the group situation where other children of like ability learn satisfactorily. The teacher should provide as much individual help as possible and avoid pressuring.

Evaluating the Reading Program in the First Grade—Levels 1-4

One of the most important methods of evaluating reading progress at this level is observing whether children thoroughly enjoy their reading. A successful and happy start in reading lays the foundation for later achievement.

Evaluations may be made by the use of:

1. Reading tests that accompany the series being used.
2. Teacher-made tests from vocabulary lists in the back of the reader.
3. Standardized tests which are of value as an evaluation tool, but actually serve a more valuable purpose at the beginning of the year in following grade.

SECOND GRADE READING PROGRAM

INTRODUCTION

The second year reading program includes three levels of work: Level 5, the readiness or review period; Level 6, 2¹ basic reading materials; and Level 7, the 2² basic reading materials.

The greatest forgetting period in a child's school life seems to be between his first and second year. Many children do no reading during the summer; consequently, they seem to have forgotten many of their reading skills. Therefore, an intensive, well-planned review period is necessary for all children at the beginning of this second year. Because of vocabulary control, this review will be more effective if carried on in the basic reading series and related materials.

At Levels 6 and 7, story interpretation, phonics and structural analysis become increasingly important, and should be taught in a carefully planned sequential continuous growth pattern.

In a beginning second-year class it is not unusual to find a reading achievement range from pre-primer (level 2) to second year reading ability (level 6). This wide range of reading ability will necessitate grouping within the class, usually three groups. **Two** daily reading periods are recommended.

LEVEL 5: READINESS

This level provides for review of the reading achievements of the previous year and the establishment of readiness for the basic work of the second grade. It is important that children are placed in new materials which give them a feeling of success. Suggestions follow:

A. Evaluation to determine levels of reading:

1. Use cumulative records, history sheets, reading achievement tests and teacher observations.
2. Use vocabulary check lists such as Dolch Word Cards, etc.
3. Have student read to teacher individually from various levels of a basic series to determine ability.

B. Review of basic materials

1. Use new materials on a level easier than that being used at close of the first year work. Intensity and length of time of review period, and the level at which to start it, will vary with different groups. Fast group may spend only a very short time.
2. Review and reteach phonetic skills presented in Levels 3 and 4. (See page 15.)
3. Have fun reading through a reading corner, "read aloud" books, visits to school and public libraries and the bookmobile.

LEVEL 6: 2¹ READER

Basic developmental reading work begins at this level. The second grade first basic reader, 2¹, is used with related practice and enrichment materials. Suggestions follow:

A. Reading work for second grade—Level 6

1. Basic developmental reading activity using basic reading textbook 2¹.
 - a. Story interpretation through systematic guidance of silent and oral reading.
 - b. **Silent reading should precede oral reading.**
 - c. Comprehension should be checked following the silent reading.
 - d. **Daily** opportunities for oral reading are still very necessary at this level. Children should read orally to convey the thought and share the enjoyment of the story with others.
 - e. Children read orally so that teacher may check on reading errors such as mispronunciations and not observing punctuation.
 - f. Use workbooks related to the basic series and other teacher-prepared seatwork.

2. Word attack skills

- a. Use context and picture clues to present new words.
- b. Use new words many times in context.
- c. Teach children skills of structural analysis:
 - 1) New compound words of two known words (Example: downstairs).
 - 2) Add endings to known words (pick—picked—picking).
 - 3) Change y to i before adding ending (Example: city—cities).
 - 4) Contractions which have only one letter left out (I am—I'm, do not—don't, can not—can't, etc.).
- d. Phonetic analysis.
 - 1) Make new words by changing initial and/or final consonant.
 - 2) Teach silentness of consonants (Example: second "l" in doll).
 - 3) Introduction of consonant blends—auditory preceding visual—(bl, br, gl, gr, st. str, sc, sch).
 - 4) Introduction of two-letter consonants—auditory preceding visual—(sh, ch, wh, th, ph).
 - 5) Introduction of vowel sounds—long and short sounds of all vowels.
 - 6) Much practice on unlocking new words of one syllable applying above skills.

B. Enrichment

It is important that children be given much enrichment reading on an easier level than the basic reading so that they experience the sheer fun of reading. It is suggested that the afternoon reading period be enrichment reading, **not** a second basic reading lesson.

The second graders are especially interested in stories of animals. They like to read imaginative stories of animals, where the birds, wind, trees and other nature folk talk like they themselves do. Books should be short and profusely illustrated.

Teaching Suggestions:

1. Teacher continues reading stories, poems, and excerpts to children for their enjoyment.
2. Children read library books on the first-reader level; very able readers may select harder books.
3. Simple stories are read in relation to units of work.
4. The **Weekly Reader** provides supplementary reading and other enrichment suggestions.
5. Children may select reading partners and read to each other in pairs.
6. Self-selection of books for individual reading is excellent if teacher ascertains that the reading level of the books selected is not too difficult for the child.

LEVEL 7: 2^d READER

Children enrolled at this level should be ready to read the upper basic reader, 2^d, in their basic reading work. The related workbook and enrichment materials should be used as well as easy library books and experience stories.

A. Basic reading work for second grade—Level 7

1. Basic developmental reading using basic reading textbook 2^d.
 - a. Continue development of basic reading skills presented.
 - b. Guide progress to a higher level in:
 - 1) Comprehending phrase and sentence meaning.
 - 2) Reading for main idea.
 - 3) Recognizing sequence of ideas.
 - 4) Anticipating outcomes.
 - 5) Evaluating character traits.
 - 6) Going beyond the printed page to implied meanings.
 - c. Oral reading still important. Complete oral reading of the entire story is not always nec-

essary. Instead, children may read parts for a specific purpose: the funniest part, the conversation, to prove a point, etc.

d. Continue to use workbook and the other materials related to the basic series.

2. Word attack skills.

a. Maintenance and reteaching of word attack skills introduced at preceding levels.

b. Develop ability to read in **thought units** as an aid to using context clues.

c. Use of chalkboard exercises such as: choosing the best word, substituting the initial or final consonant to get a new word, selecting two words to make a compound word, etc.

d. Teach vowel principles:

1) In a short word having one vowel, that vowel is usually short unless it comes at the end of the word. (Example: bat, pet, cut, not, sit).

2) In a short word having two vowels, one of which is the final "e", the first vowel says its own name (long) and the "e" is silent. (Example: eake, Pete, ride, eute, note).

3) In a short word having two vowels together, the first vowel is long and the second vowel is silent. (Fun rule: When two vowels go walking, the first does the talking. Example: boat, mail, meat, tried, suit.)

4) When a vowel in a short word is followed by "r", it is neither long nor short but governed by the sound of "r". (Example: star, her, stir, fur, for.)

5) In a short word having the vowel "a" followed by "l" or "w" the "a" is neither long nor short but governed by the sound of "l" or "w".

e. Consonants.

1) Auditory and visual perception of additional consonant blends: qu-quick, squ-squid, spr-spring, thr-throw.

2) Hard sound of "c" and "g".

f. Dictionary readiness.

1) Dictionary readiness through recognizing and learning letters of alphabet in alphabetical order.

2) Words have similar meanings: laughed—chuckled, happy—joyous.

3) Words have opposite meanings: sad—happy, hard—soft.

4) Word forms having more than one meaning. (Example: run, high, mean.)

5) Words sound alike but have different spellings and meanings: maid—made, sun—son.

6) Use picture dictionaries.

B. Enrichment reading.

Same activities as Level 6.

Corrective and Remedial Reading—Second Grade—Levels 5-7

As in the first grade, careful attention should be given to stable success at each level.

Lip-movement in silent reading should begin to disappear during the last part of the second year unless children are kept in material that is too difficult for them. No issue should be made of lip reading in the first and second grades as it is a normal step in learning silent "reading with eyes".

Children who had difficulty learning to read in the first grade may achieve success in the second grade. On the other hand, they may begin to show real evidence of need for remedial reading help to overcome their difficulties. Provide as much individual help as possible and seek the help of principal or reading supervisor.

Evaluating the Reading Program in the Second Grade—Levels 5-7

1. Give the periodic reading tests that accompany the basic series being used.

2. Teacher informal evaluation is continually necessary.

3. Give a standardized achievement test at the beginning of the year to ascertain reading placement.

4. Standardized tests may be given at the end of the year for reporting purposes.

THIRD GRADE READING PROGRAM

INTRODUCTION

Most boys and girls in the third grade are eager and enthusiastic about reading. At this level they are beginning to discover that, through reading, they find answers to many of their questions. They learn that books help satisfy their ever-increasing curiosity about people and the world.

Because a third grade group of children is heterogeneous in range of reading achievement, the teacher must survey her group carefully to determine their reading weaknesses and strengths. Some children will still be struggling to learn to read and will need diagnosis and special remedial assistance. Others will be progressing normally and their reading needs can be met by a good developmental program. Then there will be those few who seem to encounter very few reading difficulties and whose eagerness to learn from books is unlimited.

To provide maximum learning opportunities for each child, a reading program must include a variety of teaching methods, materials and reading experiences. Each child must be considered as a member of a small reading group and as an individual. The teacher will need to adapt the reading program to the needs, interests and abilities of the children whom she is teaching.

LEVEL 8: REVIEW AND READINESS

This is review period at the opening of school. It includes review at a level easier than that used at the close of the second year. The teacher studies and analyzes children's strengths and weaknesses and forms groups according to individual need. Suggestions follow:

A. Readiness level for third grade work

1. Take inventory of each child's reading to determine reading level and skills which he needs to review and relearn.
 - a. Check previous school record.
 - b. Test in specific skill areas.
 - c. Observe closely child's behavior during reading class, independent seatwork activities and library period.
 - d. Analyze reading difficulties.

B. Provide instruction which will strengthen child's reading skills.

1. Group according to skills needed.
 - a. Word analysis.
 - 1) Structural.
 - 2) Phonetic.
 - b. Basic vocabulary.
 - 1) Meaning.
 - 2) Recognition.
 - c. Comprehension.
 - 1) Ability to follow directions.
 - 2) Sequence of ideas.
 - 3) Interpretation.

LEVEL 9: 3¹ READER

Basic reading materials 3¹ (first third-grade reader) are used at this level. The review and readiness period is completed and children are in groups according to ability. The first half of the third year basic reading is completed. Suggestions follow:

A. Basic Third Reader—One. Continued growth in developmental reading

1. Establish purpose for reading a story.
 - a. Discuss pictures about the story.
 - b. Recall past experiences of children.

- c. Relate to another story previously read.
- d. Provide guiding question.
2. Understand and interpret the story or material read.
 - a. Recall main events and details of the story.
 - b. Recall and interpret action of characters in the story.
 - c. Make inferences and draw probable conclusions after reading the story.
 - 1) Answer "what", "why", and "when".
 - 2) Infer action of a character in relation to events of the story.
 - 3) Focus on concepts which are not stated directly in the story.
 - d. Develop awareness of critical and analytical reading.
3. Improve and refine the skill of attacking new words.
 - a. Encourage word analysis through **use of meaning clues**.
 - 1) Use context clues.
 - 2) Recall different meanings of same word.
 - 3) Recall and list descriptive words and phrases.
 - b. Unlock words through **analysis of structure**.
 - 1) Identify contractions, as 1-letter contractions: she's—she is, and you're—you are.
 - 2) Recognize and create compound words.
 - 3) Use endings such as "ly", "er", "ing", to build words, sometimes doubling final consonant, changing "y" to "i", or dropping final "e" to add ending.
 - 4) Discover relationship between number of vowel sounds in a word and the number of syllables in the word: **A word or part of a word which contains a vowel sound is called a syllable. A syllable contains a vowel sound and there are as many syllables in a word as there are vowel sounds.**
 - c. Use **phonetic analysis** to unlock new words.
 - 1) Recognize and be familiar with such consonant blends as: sp, spr, str, tw, sl, sm, st.
 - 2) Recall and strengthen following phonetic vowel principles:
 - a) When there are two vowels together in a word, the first is usually long and the second, silent.
 - b) When there are two vowels together in a word, and one of them is the final "e", the first usually takes the long sound and the final "e" is silent.
 - c) Recognize difference between "oo" sounds: long in "soon" and short in "stood".
 - d) Use vowel digraphs, such as words with "ea" (as in "head").
 - e) Strengthen use of vowel combinations: "ou", "ow", "oi", "oy", and "ie" and hard and soft "c" and "qu".
4. Read orally with expression for a specific purpose and to an audience. Have pupils:
 - a. Read parts of a story to answer questions or gain specific information.
 - b. Read conversation of characters as though person were talking.
 - c. Read story to another class group; audience listens carefully.
 - d. Meet established standards for oral reading, such as:
 - 1) Enunciate clearly.
 - 2) Read with expression.
 - 3) Read slowly and pronounce words clearly.
 - 4) Control volume of voice according to situation.

B. Enrichment

At this level children begin to "come into their own" in reading for fun. An ample supply of library books should be available for them.

Their interest in fairy tales is at its peak. They like more stories about children characters although animal stories are still favorites. Riddles have much appeal and poetry interests can be motivated.

Teaching suggestions:

1. Teacher continues reading aloud. Longer stories and books are used.
2. Library reading becomes enjoyable to children if books of a level easier than basic reading ability are selected.
3. Many good library lists are available. The suggestions for library reading given in the teachers' manuals are excellent.
4. Make use of dramatizations, games, drawings, etc., to stimulate interest.

LEVEL 10: 3^d READER

Basic reading materials 3^d (upper third-grade reader) are used at this level. Enrichment and extended study materials should be emphasized. Suggestions follow:

A. Basic Third Reader—Two. Continued growth in developmental reading.

1. Continue a carefully guided basic reader program, including:
 - a. Regular, consistent plan for cumulative review of understandings and skills learned earlier.
 - b. Sufficient attention to each child's progress to locate deficiencies and provide needed instruction.
- c. Encouraging child to use word attack skills in independent reading.
2. Encourage children to explore new areas of content through independent reading.
 - a. Provide classroom situations which stimulate new areas of content to keep pace with children's growing needs, interests and abilities.
 - b. Encourage children to go beyond the classroom for reading experiences.
 - 1) Share books from home.
 - 2) Make visits to the Public Library.
 - c. Find answers to group problems and questions of individual child through reading.
 - d. Display class-library books relating to timely topics.
3. Interpret story or other materials with depth of understanding.
 - a. Have children listen critically to tape recordings of their own reading.
 - b. Use choral reading to interpret poetry.
 - c. Summarize main events of the story.
 - d. Encourage children to find key sentences to determine meaning of paragraph.
4. Improve and apply word attack skills.
 - a. Use meaning clues, stressing context in the following skills:
 - 1) Multiple meanings of words.
 - 2) Unusual meanings and figures of speech.
 - 3) Certain uses of punctuation marks.
 - b. Unlock words through analysis of structure.
 - 1) Recognize root words in variants.
 - 2) Apply the syllable concept and the principle of number of vowel sounds equalling number of syllables.
 - 3) Apply rules for:
 - a) Syllable division where vowel is followed by two or more consonants.
 - b) Syllable division where vowel is followed by a single consonant.

- c) Syllable division where ending has been added to a familiar word.
- d) Primary accent in a multi-syllable word.
- 4) Apply common prefixes and suffixes such as: com-, be-, de-, for-, pre-, -ble, -cle, -ment, -less, -able, -ty, to root word.
- 5) Apply structural analysis to unfamiliar words in independent reading.
- e. Unlock a new word through phonetic analysis.
 - 1) Build on the phonetic foundation established in previous reading levels.
 - 2) Apply phonetic analysis to unfamiliar words in independent reading.
- d. Develop dictionary skills.
 - 1) Provide experiences in alphabetizing.
 - 2) Use rhythm clapping or striking percussion instruments to emphasize auditory recognition of accented syllables.
 - 3) Use simple pronunciation helps.
 - 4) Comprehend and apply simple definitions of meaning.
- 5. Locate information which is pertinent to a problem or question.
 - a. Use index to find story relating to a question.
 - b. Use table of contents to find story relating to a topic.
 - c. Use title of book to determine contents.
 - d. Use card catalogue in library to locate information about a topic.

B. Enrichment

Please see Level 9, pages 21 and 22.

Children may begin to develop reading designs, or charts, to keep records of books they have read. Avoid posting reading records of a competitive nature in the classroom. Real enjoyment reading is not competitive.

Corrective and Remedial Reading—Third Grade—Levels 8-10

In this grade children with average or above average ability who have been unable to read in the first and second grades should have special help. The teacher may provide this help if trained in the area of remedial reading. If the teacher is unable to give such help, the child should be referred to the administration for provision of remedial help.*

Evaluating the Reading Program in the Third Grade—Levels 8-10

Continuous evaluation and appraisal of children's progress is a **must**. The teacher should evaluate regularly through teacher observation, regular testing of achievement, using tests which accompany the basic series, as well as by informal inventories. Specific instruction should be given to those pupils with indicated difficulties at each level as the difficulty becomes apparent.

*Some schools in Montana have a special remedial reading teacher on the staff. Other schools may need to seek professional help through one of the units of the University of Montana.

READING IN THE INTERMEDIATE GRADES

INTRODUCTION

When children enter the intermediate grades, they are no longer limited to reading at the experience level. They begin to read imaginatively about many people and many places. They are no longer limited in their thinking to the present. This period is when the child should experience the real thrill of reading.

Intermediate grade reading is considered to include grades four, five and six. In this curriculum guide, it **covers the levels from eleven through sixteen inclusive.**

The areas of reading work at these levels include:

- A. The basic reading program—reading skills are taught and learned.
- B. The functional reading program—pupils learn to use the basic skills in studying content subjects and in every day activities.
- C. The recreational and enrichment reading program—individual reading for enjoyment and extending all areas of school work.
- D. The corrective and remedial program—applying the procedures of each of the above programs at a lower level and giving individual help when needed.

The specific objectives of reading work at these levels:

- A. Reading should be taught in such a way that the children move from one level to the next in a manner to allow for continuous reading growth. This may require that some children may be started at a level considerably below the level which is indicated on the chart. (See continuous growth chart—page 11.
- B. Reading is such a complex learning that the basic developmental reading program should continue through all the intermediate grades. The abilities and skills needed by children for interpreting and understanding what is read should be carefully developed.
- C. Reading tastes and habits are developed during these grades. The teacher's ability to arouse interest in worthwhile reading in relation to special interests and for pleasure is extremely important. Much library reading should be provided on a level easier than the basic reading.
- D. At these levels children need to develop vocabulary control and fluency. Methods of attacking unknown words through word analysis and the dictionary should be thoroughly learned.
- E. Effective habits of silent reading and study should be further developed in comprehensive study reading and in interpretative recreational reading.
- F. Oral reading should not be discarded. Some children learn best when much oral reading is used as a technique for evaluating silent reading. The important ability to read orally for the enjoyment of others should be developed.
- G. The use of reference materials, current events materials, the ability to read maps, charts and graphs are all important learnings in the intermediate grades.
- H. Grouping will need to continue through these grades. In fact, the spread in achievement gets greater instead of less. Even with adequate grouping some children will require individual help. Groups should never become static, and children should move from group to group according to progress.
- I. Speed in reading should be developed to meet the various needs and materials encountered. There should be a rate of speed for **intensive** reading and one for **extensive** reading.

FOURTH GRADE READING PROGRAM

LEVEL 11. READINESS

This is the beginning fourth grade level. In the first few weeks following the opening of school, the fourth grade teacher needs to survey the group to find the levels of ability, the strengths and weaknesses of the group. By the end of this period, pupils should be grouped to proceed at a level where they can achieve success.

A. Determine readiness for fourth year work—Level 11.

1. Evaluation of child's physical readiness.
 - a. Observe child's physical drive and energy.
 - b. Check any evidence of poor vision, such as squinting, nearsightedness, etc.
 - c. Check child's general physical maturity and any abnormalities that might affect his reading ability.
 - d. Inquire about hours of sleep child gets each night.
2. Evaluation of the child's intellectual readiness.
 - a. Observe child's conversational interests to help gain insight as to his speaking vocabulary and experience background.
 - b. Observe child's interest in books. Check whether child:
 - 1) Brings books from home.
 - 2) Takes books home.
 - 3) Takes an interest in books in the reading corner.
 - c. Check general intelligence and achievement records in previous grades for reading level. Supplement this information by use of standardized tests. Give informal tests such as those suggested by Emmett Betts in **Foundations of Reading Instruction**.
3. Evaluation of child's social and emotional readiness.
 - a. Observe child's acceptance in the group.
 - b. Observe child's attitude toward school, home and friends.
 - c. Observe child's like or dislike for reading.
 - d. Observe child's voluntary use of recreational reading materials.
 - e. Encourage child to talk about his special interests or experiences.
4. Evaluation to determine child's reading level.
 - a. Examine available records.
 - b. Give standardized tests.
5. Diagnostic evaluation of basic reading skills taught in first three grades.
 - a. Check:
 - 1) Sight vocabulary.
 - 2) Word perception.
 - 3) Phonetic analysis skills.
 - 4) Structural analysis skills.
 - 5) Inflected endings.
 - 6) Root words, suffixes and prefixes.
 - 7) Syllabication, etc.
 - b. Use formal standardized tests and informal tests to determine the specific needs of individual children.
 - c. Check silent reading rate and comprehension.
 - d. Check oral reading through use of oral reading chart. Record number of words missed per hundred. If more than five words per hundred are missed, the material is too difficult for instructional purposes.
 - e. Observe whether the child understands and is able to interpret the material he reads.
 - f. Observe the child's ability to attack unknown words.
 - g. Observe whether a child reads smoothly without stumbling or regressing.

6. Group to help provide for individual differences:
 - a. Provide for above average, average, and below average by using books of different levels.
 - b. The teacher's manuals provide the most useful source of information on grouping. For the average and above, use basic 4th Reader and Workbook. For below average use transition book or some book or a series children can comfortably read and enjoy.
 - c. Vary methods of instruction through use of experience stories, free unassigned reading, etc.
7. This is the reading level which provides the review and basic preparation for Level 12. The material may be that of a transition type or it may be a basic type of a lower level. It should always be on the level at which the student can read. The level at which the group can read will determine how one is to proceed.

LEVEL 12: BASIC 4 READER

Basic reading in a fourth grade basic reader with related material begins at this level. The review and readiness work is completed. This is the period for continued growth in the developmental reading program. Enrichment reading should be stressed. Suggestions follow.

- A. Continue work on development and extension of word recognition skills taught in the first three grades.
 1. Be familiar with and use the manual for the basic text to develop skills in:
 - a. Word perception—recognition skills through general configuration such as double letters, similarities to known words, etc.
 - b. Phonetic analysis.
 - c. Structural analysis—inflected endings and roots, recognition of syllables, compound words, possessives, etc.
 - d. Help pupils see that a syllable is a part of a word which contains one vowel sound and that a syllable is a pronunciation unit.
 - e. Principles of syllabication (review grade three).
Some examples of syllabication principles:
 - 1) If there are two consonant letters between two vowels, the first syllable usually ends with the first of the two consonants. Example: beg/gar.
 - 2) If there is a single consonant between two vowels, that consonant usually begins the second syllable. Example: ho/tel.
 - 3) If the word ends in "le" and a consonant precedes the "le" the last syllable begins with that consonant. Example: era/dle.
 - f. Study manual for prefixes and suffixes to be taught at Level 12.
 - g. Study homonyms, synonyms and antonyms for meaning and use.
 - h. **Formal** dictionary work **begins** at **Level 12**.
 2. Extend phonetic analysis.
 - a. Five general principles to determine vowel sounds in accented syllables are:
 - 1) If there is only one vowel letter in a word or accented syllable, that letter usually has a short sound unless it comes at the end of the word or syllable.
 - 2) If there are two vowel letters in a word or accented syllable one of which is final **e**, usually the first vowel has a long sound and the final **e** is silent.
 - 3) If there are two vowel letters together in a word or accented syllable, the first has its long sound and the second is silent.
 - 4) If the only vowel letter in a word or accented syllable is followed by an **r**, the sound of the vowel is controlled by the **r**.
 - 5) If the only vowel letter is **a** and is followed by **l** or **w**, the sound of the vowel is controlled by the **l** or **w**.
 - b. Variant sounds. The same sound (phoneme) may be represented by a number of different combinations.

3. Extend and improve comprehension and critical thinking skills.
Check pupils' ability to:
 - a. Find main ideas.
 - b. Draw conclusions and recognize relationships.
 - c. Relate feeling and character to their own experience.
 - d. Understand and visualize description of places and events when they are reading.
 - e. Recall details, make comparisons and predict outcomes.
4. Develop an understanding of the use of the glossary and the dictionary.
Teach pupils to:
 - a. Alphabetize to the third letter.
 - b. Use guide words.
 - c. Use pronouncing key and diacritical marks.
 - d. Understand the meaning of accent marks.
5. Develop organizing skills. Help pupils learn to:
 - a. Classify information.
 - b. Arrange related items in sequence, in order of happening and in order of importance.
 - c. Select main idea.
 - d. Select meaning appropriate to context.
 - e. Summarize material read.
 - f. Prepare simple outlines.
6. Continue to develop skill in oral reading. The best oral reading improvement usually comes when pupils are encouraged to read for an attentive and appreciative audience. Teach pupils to:
 - a. Read to others.
 - b. Read with ease, poise, dignity and necessary volume.
 - c. Pronounce and enunciate words properly.
 - d. Read with expression.
 - e. Read aloud some selection, paragraph, story, poem, or any material they particularly enjoy.

Before reading to the group the student should prepare thoroughly in order that he have a successful experience.

Choral reading can be a useful way to develop skill in oral reading.

7. Develop wide reading habits, increase appreciation of good literature and broaden vocabulary.
 - a. Provide opportunities for reading library books.
 - b. Encourage pupils to discuss books they have been reading through class discussion, etc.
 - c. Have pupils maintain card files and charts of books read.
 - d. Provide time for discussion of current news stories.
8. Provide for library orientation and development of library habit.
 - a. Help pupils become aware of the satisfaction of using the library.
 - b. Teach pupils about the organization of the library.
 - c. Provide some time each week for all children to use school library.
9. Develop competency in work study skills.
 - a. Practice in the use of the table of contents, index, glossary, appendix and preface.
 - b. Practice in the use of graphs, maps, tables and charts.
 - c. Practice in use of the dictionary, encyclopedias, etc.
 - d. Introduce to the more able students the use of the card file to locate material in the library.

B. Enrichment

Please refer to suggestions in previous sections.

Corrective and Remedial Reading—Fourth Grade—Levels 11-12

Children of average or above average ability who have been unable to learn to read satisfactorily in the group situation and who have not had special help, may have developed serious reading problems by the fourth grade.

Children with such reading difficulties should be placed in material that they can read successfully and special remedial assistance should be requested. The teacher should provide as much individual help as possible.

Please see also, comments with regard to remedial help on page 23.

Evaluating the Reading Program in the Fourth Grade—Levels 11-12

Evaluation must consist of continual appraisal of pupil progress both by the teacher and by the pupil. For the teacher's part, this evaluation may consist of observation of pupils as they work and as they read. For example, the teacher may observe whether the child reads one word at a time or whether he reads groups of words. Is he capable of skimming to find what he wishes to read? Does he use his reading skills in solving classroom problems? That is, can he use these skills in understanding social sciences material? Do he go to the dictionary and use it when he has need to? Teacher-devised check lists covering key points can be a help in making the observation more objective and useful. The teacher should also use more specific materials to aid her evaluation. Such things as workbooks, written work based upon the daily lesson, teacher-made tests, and standardized achievement tests can be used. Every basic reading program has a very comprehensive testing program which can serve as a diagnostic medium as well as a general survey of achievement.

Pupils should be encouraged to keep check on their own progress through occasionally taking inventory of their skills by means of self-rating scales with the help of the teacher.

FIFTH GRADE READING PROGRAM

LEVEL 13: READINESS

Pupils are beginning the fifth grade at this level. The spread in reading ability within the group is becoming greater. Careful analysis of reading needs is made at this level. Groups of various levels as needed are established. The review and readiness work at this level should be interesting and challenging. Suggestions follow:

A. Determine readiness for fifth year work—Level 13.

1. Evaluate child's physical readiness.
 - a. Examine cumulative health records.
 - b. Check vision, hearing and handedness.
 - c. Observe speech habits.
 - d. Observe physical energy, signs of malnutrition and lack of sleep.
2. Evaluate child's intellectual readiness through the use of general intelligence and achievement tests and past school records. Observe child's ability to follow directions, concentrate while reading and work independently.
3. Observe the child's social and emotional readiness by noting his attitudes toward home, school and friends, his like or dislike for reading and his special interests.
4. Through the use of diagnostic reading tests, phonics check sheets, vocabulary lists and informal textbook tests such as the 100 word test, prepare a chart for each child showing his strengths and weaknesses in the following skill areas:
 - a. Sight vocabulary.
 - b. Phonetic analysis skills.
 - c. Structural analysis skills.
 - d. Syllabication.
 - e. Comprehension.
 - f. Rate.
5. Determine child's reading level through the use of reading texts on known levels of difficulty. Note reading level assigned at end of previous year's work.
6. Group to provide for individual differences:
 - a. **Average** and **above average** fifth grade children use basic readers with accompanying workbook.
 - b. **Below average** groups use basic reader at their level with accompanying workbook.
 - c. **Retarded** child should be specially provided for.
 - d. **Reading problem** cases should be provided for by special help either in or out of regular class.
7. Provide time during the reading period for help in specific skill areas with attention to individual needs as determined in No. 4 above. A flexible type of grouping is suggested for this purpose.

Note: Skills will not all be perfected during this readiness period.
8. Acquaint children with all available library facilities through the use of library tours, film-strips, etc.

Note: Not all children need such an extended readiness program.

LEVEL 14: BASIC 5 READER

Groups for basic work have been established. Basic reading materials according to the children's needs have been selected. The basic fifth reader and related materials are used for those at Level 14. The "meat" of the fifth grade work is covered at this level. Suggestions follow:

A. Continued growth in developmental reading.

1. Help child attain independence in word identification and recognition.
 - a. Provide practice in recognition of sight words by matching words and definitions, determining meanings from word form clues and context clues, recognizing antonyms, homonyms and synonyms, and classifying words under different headings.
 - b. Use word analysis and dictionary skills.
 - 1) Review previously taught phonics skills (see Study Guide and manual for previous grades).
 - 2) Strengthen and extend syllabication techniques.
 - 3) Review previously taught prefixes and suffixes (see Guide) and extend skill in this area.
 - 4) Review and maintain dictionary skills presented in grade four. Teach respelling for pronunciation, pronunciation key, diacritical marks and multiple meanings.
2. Promote increased efficiency in comprehension and interpretation of material read. In addition to basic text use a wide variety of materials such as maps, charts, magazines, books in the content fields and library reference materials. Teach children to:
 - a. Predict outcomes.
 - b. Make comparisons.
 - c. Draw conclusions.
 - d. See relationships.
 - e. Answer specific questions.
 - f. Make objective criticism of the material read.
 - g. Recall details stated in the content.
 - h. Give general significance of selection.
3. As comprehension improves, children should increase their reading rate; help children develop reading rates for all types of reading.
 - a. Skim material for facts.
 - b. Adjust reading speed to comprehension ability.
4. Teach children to organize material by:
 - a. Classifying material under different headings.
 - b. Arranging items in sequence.
 - c. Taking notes.
 - d. Writing summary sentences.
 - e. Making outlines using main headings and subheadings.
5. Teach children to locate information through the use of the index, glossary, table of contents, footnotes, bibliography, card catalog, etc. Use many materials besides the basal reading text such as encyclopedias, almanacs and library books.
6. Develop oral reading skills emphasizing:
 - a. Correct pronunciation and enunciation.
 - b. A pleasant voice and expression.
 - c. Good posture and correct handling of a book.

Note:
Before reading to the group, the child should prepare thoroughly in order that he have a successful experience. Oral reading should be purposeful, not simply an activity of taking turns reading aloud around the class with the same material in the hands of all.

 - d. Choral reading.
7. Develop appreciation and enjoyment of good literature. A wide variety of materials should be made available—fiction, biography, poetry, etc. There should be provided free reading for all pupils. Pupils should be encouraged to share stories and books with each other so that they will develop an understanding, appreciation and enjoyment of worthwhile reading material. Reading units should be developed from time to time in which many different books at varying levels of difficulty will be used.

B. Enrichment

Please refer to suggestions in previous sections.

Corrective and Remedial Reading—Fifth Grade—Levels 13-14

Children of average or above average ability who have been unable to learn to read satisfactorily in the group situation and who have not had special help, may have developed serious reading problems by the fifth grade.

Children with such reading difficulties should be placed in material that they can read successfully and special remedial assistance should be provided. The teacher should provide as much help as possible.

Please note comments with regards to remedial help, page 23.

Evaluating the Reading Program in the Fifth Grade—Levels 13-14

The expectation for each child within a class group is that he will make the greatest amount of progress possible in light of his intelligence and his previous educational opportunities. Evaluation of each child should always be made in terms of these factors. This is a day-by-day process and should encompass not only evaluation of the child by the teacher but also self-appraisal by the pupils. This can be accomplished through the use of standardized tests, informal tests, check sheets and pupil inventories.

SIXTH GRADE READING PROGRAM

LEVEL 15: READINESS

This is the beginning level of sixth grade work. Analysis at this level will show a spread of reading abilities and needs. Groups are established to meet these needs. Pupils are placed in review material that is interesting and new to them. Suggestions follow:

A. Determine readiness for sixth grade work:

1. Evaluate child's physical readiness.
 - a. Check vision.
 - b. Check hearing.
 - c. Observe drive and degree of physical energy.
2. Evaluate child's social and emotional readiness. Observe his acceptance in the group and his attitudes towards school and others. Watch for independent and voluntary use of reading materials. Be alert to clues to his experience background and areas of enjoyment.
3. Evaluate child's intellectual readiness.
 - a. Examine child's records from previous years.
 - b. Test for aptitude and general intelligence if such information is not available.
4. Determine child's reading level placement through the use of reading achievement test scores, readiness tests accompanying the basic reader, or informal textbook test. (If child misses more than 5 words per 100 in standard graded material, the level is too difficult for instructional purposes.)
5. Make a diagnostic evaluation of individual basic reading skills and keep chart for each child, recording strengths and weaknesses in the following skill areas:
 - a. Sight vocabulary development.
 - b. Phonetic analysis skills.
 - c. Structural analysis skills.
 - d. Syllabication.
 - e. Comprehension.
 - f. Rate.
 - g. Dictionary skills.

Group children for part of the reading period on basis of individual need for reteaching and practice in various skill areas. (It is not to be expected that all such deficiencies will be made up during readiness period.)

6. Group pupils to provide for individual differences. Provide a developmental reading program into which every class member can fit whether he ranks as **Average**, **Below Average** or **Above Average**.
7. Provide ample material during the readiness period to stimulate interest and increase fluency in preparation for next developmental level.
8. Orient the children to available library facilities and their use.

LEVEL 16: BASIC 6 READER

This is the level where the basic reading skills for sixth grade are taught and learned. A basic reading period, using a good sixth reader of the basic series should be included in the daily program. Pupils acquire more advanced reading skills based on a continuation of the work on Level 15. Suggestions follow:

A. Continued growth in developmental reading program.

Use reading texts and accompanying workbooks suited to individual needs.

For the child of **near** or **above** average ability with a serious reading problem special help in or out of the regular classroom should be provided.

There should be special class provision for the **retarded child** if possible.

In addition to basal texts, supplementary readers, reference material and a wide variety of library reading materials on different levels should be available.

1. Develop independence in identifying unknown words through the use of context clues, phonetic analysis and structural analysis. Review, as needed, skills taught in previous grades. (See this Guide and teacher's manual.)
2. Extend sight vocabulary development.
 - a. Encourage wide reading.
 - b. Review dictionary skills previously taught and make going to the dictionary for word meanings and pronunciation an independent skill and habit.
3. Extend ability to comprehend and interpret material read. Teach children to:
 - a. Recognize the general idea of a paragraph.
 - b. Note the sequence of events in a selection.
 - c. Interpret cause-and-effect relationships and draw conclusions.
 - d. Interpret figures of speech.
 - e. Follow directions given in reading matter.
 - f. Make comparisons.
 - g. Understand compound and complex sentences and the use of punctuation marks in interpreting them.
4. Teach children to adjust their reading rate to the purposes for which they read.
5. Develop independence in locating, organizing and using information.
 - a. Teach the parts of a book and their uses.
 - b. Teach the use of the card catalog.
 - c. Teach the use of encyclopedias, atlases, almanacs, Reader's Guide, anthologies, maps, charts, tables and graphs.
 - d. Develop skill in taking notes, writing summaries and making outlines, using main topics, subtopics and details.
6. Strengthen the ability to retain ideas gained from printed matter through the application of the skills outlined in No. 3.
7. Develop a good standard of selection and evaluation.
 - a. Help the children develop an appreciation of good literature, using a wide variety of materials, both factual and non-factual, prose and poetry.
 - b. Teach children to read critically, to be able to recognize propaganda, to distinguish between relevant and irrelevant material, and to judge the reliability of the authority.
8. Promote growth in oral reading skills.
 - a. Oral reading at this level should be done with a clearly defined purpose, not aimless reading around the class. Some of these purposes might be:
 - 1) Sharing a favorite story or poem.
 - 2) Reading instructions or a notice.
 - 3) Reading the various roles in a drama.
 - 4) Reading original compositions.
 - b. Set up standards for oral reading activities. The pupil should be well-prepared so that

he will have a successful experience. A tape recorder is a useful device in oral reading improvement.

B. Enrichment

Refer to suggestions in previous sections.

Corrective and Remedial Reading—Sixth Grade—Levels 15-16

Children of average or above average ability who have been unable to learn to read satisfactorily in the group situation and have not had special help may have developed very serious reading problems by the sixth grade.

Children with such reading difficulties should be placed in material that they can read successfully and special remedial assistance should be requested. The teacher should provide as much individual help as possible.

Since children are required to do much independent work in the intermediate grades, a reading handicap is indeed serious. Although the situation should have been corrected before the sixth grade, it is not too late to help. Seek professional help.

Evaluating the Reading in the Sixth Grade—Levels 15-16

Evaluation is a continuous program. It implies a day-by-day appraisal, not only in skill areas but of reading habits and social adjustment. It is not restricted to "pencil and paper" tests. This can be accomplished by careful observation on the part of the teacher and much self-evaluation by the pupil. Each child should be evaluated in terms of his intellectual potential and his experience background. Reading groups should be flexible enough to permit movement as a result of such appraisal. Such materials as standardized tests, teacher-made tests, check sheets and charts may all be used.

READING IN GRADES SEVEN AND EIGHT

INTRODUCTION

When pupils enter grades seven and eight, many of them will have already developed advanced reading skills and become independent readers. They will have the reading abilities necessary for meeting successfully the various reading requirements of these grades. Other seventh and eighth grade pupils, however, may be reading several levels below their grade placement even though they are working up to capacity. Because of the broad range of reading abilities ordinarily found among seventh and eighth grade pupils, **it is highly desirable that an organized developmental reading program be followed at least through grade eight.**

This section of the reading guide is for the use of all teachers of seventh and eighth grade Language Arts. As presented here, the Reading Program is applicable for all seventh and eighth grades, whether they are rural multi-grade rooms, self-contained classrooms or units of departmentalized eight-four or three-three school organization.

The Developmental Reading Program for grades seven and eight includes reading levels seventeen through twenty. The following aims are fundamental to reading work at these levels:

1. Basic developmental reading should be continued at least through grade eight. Reading is such a complex skill that, with proper guidance, pupils can increase reading abilities into adulthood. A seventh and eighth grade developmental reading program often helps "good" readers, who might successfully complete the work of these grades without further careful teaching in reading, to become "excellent" readers.
2. Provision should be made for various reading-achievement levels in grades seven and eight either by grouping within self-contained classrooms, or by more or less homogenous grouping within larger or departmentalized school systems.
3. Students should be placed first at the reading level where they can be successful and advanced from that level as their reading abilities increase.
4. In addition to increasing reading skills, the reading program in these grades should stimulate wide worthwhile reading for sheer enjoyment, reading in relation to special interests and reading for the pursuit of information regarding vocations.
5. A carefully planned corrective or remedial reading program should be provided in grades seven and eight for disabled readers. (See program suggestions for preceding reading levels, and definition and detail discussion as presented in Appendix 1, **The Montana Program for Developmental Reading**. Helena: The State Publishing Company, 1963.

A systematic and regular appraisal of pupil progress is very necessary at all levels. The teacher should evaluate pupil reading growth by checking and re-checking constantly. This is done through day-by-day teacher observation, standardized, diagnostic tests and teacher-made tests.

Group reading tests, such as the **California Reading Tests** and the **Iowa Silent Reading Tests** and others, can be used to determine the spread of reading ability at each grade level, to assist in ascertaining where pupils need help in reading, and to check on progress as related to the national norm. Oral reading is another means of checking on the existence of reading difficulties.

Specifically, the task confronting the teacher is six-fold regarding each individual pupil; the teacher needs to:

1. Determine the pupil's present level of reading ability.
2. Determine his reading expectancy level.
3. Determine his degree of retardation or acceleration, if any.
4. Determine his specific weaknesses, if any.

5. Determine, in so far as possible, contributing factors to any disability.
6. Outline corrective measures which must be taken to correct any deficiencies.

The seventh and eighth grade pupil should be encouraged to make a careful evaluation of **his own** reading abilities. He should have a clear concept of his own reading strengths and weaknesses.

Several group standardized tests, such as those mentioned above, provide individual profiles and are a measure of individual reading ability and comparative status. The teacher should interpret such test scores for the pupil. In this way the pupil will become aware of areas in which he needs to make improvement.

SEVENTH GRADE READING PROGRAM

LEVEL 17: READINESS

Level 17 is a review and readiness period for work in the seventh grade. Level 17 occupies the period following the opening of school in the fall and should continue until the teacher is able to group pupils according to various achievement levels.

1. Evaluate pupil readiness for grade seven work.
 - a. Determine pupil's reading level placement by study of cumulative records, noting observations of previous teachers, and by administering survey tests.
 - b. Make diagnostic evaluation of basic reading skills to determine weaknesses in:
 - 1) Comprehension
 - 2) Sight vocabulary
 - 3) Dictionary use
 - 4) Rate of reading
 - 5) Word analysis (phonetic and structural analysis and syllabication)
 - 6) Listening skills
2. Provide review and practice, as needed, of skills tested in preparation for Level 18. Flexible grouping is suggested for this purpose. It is not expected that all deficiencies will be made up nor all skills perfected during the readiness period.
3. Stimulate pupil interest in reading.
 - a. Have pupil evaluate his reading program.
 - b. Recognize pupil's need for vocational reading.
 - c. Recognize pupil's need for special, individual interest reading.
 - d. Recognize need for dramatic reading.

LEVEL 18: BASIC 7 READER

In Level 18 the basic work should be covered using a well-prepared basic reading text with accompanying teacher's manual, workbooks and tests, as well as related supplementary materials. **Enrichment activities** should be an **important** phase of the work at this level.

1. Maintain and extend skills already developed in previous levels through basic reader and supplementary textbook work.
 - a. Extend skills in recognizing words from context clues.
 - b. Review and extend skills in work analysis, where needed, emphasizing:
 - 1) Phonetic analysis
 - 2) Structural analysis and syllabication
 - c. Continue dictionary work such as alphabetizing, recognizing common syllabic elements, using guide words, using pronunciation key and interpreting pronunciation symbols, selecting meanings appropriate to context, and introduce work on word derivations.
2. Maintain and extend skills and abilities needed for work-(study) type reading:
 - a. Ability to define a specific purpose for reading.
 - b. Ability to adjust method and speed of reading to reader's purpose and to the nature of material.
 - c. Skill in locating information:
 - 1) Use of table of contents, index, glossary, dictionary
 - 2) Use of encyclopedia
 - 3) Use of card file, Reader's Guide and other techniques for locating library materials
 - 4) Use of maps, graphs, charts and tables
 - 5) Use of pictures, headings and other typographical aids

- 6) Techniques of skimming, note taking, summarizing, outlining, classifying, organizing, etc.

d. Ability to select and evaluate information, including ability to:

- 1) Select suitable sources of information
- 2) Distinguish between relevant and irrelevant, important and unimportant, information
- 3) Recognize difference between fact and opinion
- 4) Appraise reliability of source of information
- 5) Use several sources of information to solve a problem
- 6) Consider adequacy of information

e. Skill in using information, including ability to:

- 1) Follow directions
- 2) Take notes
- 3) Classify
- 4) Outline

f. Ability to comprehend.

Students may need particular help with reading in various subject content areas, in recognizing that words are not **absolute** in meaning and that meaning may shift from one area to another. Teachers should be alert to pupil difficulties with **words, concepts and understandings** as well as with technical or specialized vocabularies.

Have pupils read to:

- 1) Find main idea
- 2) Note sequence of ideas
- 3) Find specific details
- 4) Use in new situations the ideas gained in reading
- 5) Perceive relationships
- 6) Predict outcomes or draw conclusions
- 7) Make comparisons
- 8) Improve skimming ability

Review the mechanics of a paragraph.

g. Ability to remember what is read:

- 1) Selection of facts to be remembered
- 2) Use of aids to retention, such as memory, recall, outlines, etc.

h. Skill in oral reading, with emphasis on:

- 1) Clear enunciation
- 2) Clear pronunciation
- 3) Pleasing presentation
- 4) Style and speed of reading appropriate to type of selection
- 5) Absence of mannerisms
- 6) Selection of suitable, worthwhile material for oral reading

Teacher should stress practice in preparing to read orally, and hold conference with pupil after oral reading

3. Develop the interpretative appreciation that will enable pupils to understand, enjoy and use current and classical literature as a means of exploring and enriching life.

a. Teacher attitudes of appreciation and sensitivity have a direct effect on the development of pupil attitudes.

b. Teacher should help pupils increase abilities to:

- 1) Recognize plot structure
- 2) Identify author's purpose and mood

- 3) Share emotional experiences of characters through sympathetic understanding
 - 4) Predict outcomes
 - 5) Study and appreciate the life and times of the author as background for his writings
4. Stimulate worthwhile outside reading.
 - a. Library books at various reading and interest levels should be available for independent reading at all times
 - b. For independent reading to be truly enjoyable, children should encounter almost no vocabulary difficulty. One word in forty can be missed without spoiling reading enjoyment.
 5. Promote interpretative oral reading.
 - a. Encourage oral reading as a means of sharing worthwhile selections. This is not necessarily elocution-type oral reading. It should reflect the reader's appreciation of and identification with the author's depth of thought, feeling and methods of expression. Encourage sensitivity to euphony and balance in expression.
 - b. Oral reading contributions should be well prepared before presentation, so that the reader will be more apt to have a feeling of satisfactory performance.

Corrective and Remedial Reading—Seventh Grade—Levels 17-18

Every effort should be made to secure professional assistance for those pupils of average or above average ability who are experiencing reading difficulties at this grade level.

Evaluating the Reading Program in the Seventh Grade—Levels 17-18

Evaluation of the grade seven reading program, like that of the previous grades, is a continuous, formal and informal appraisal. It involves day-to-day teacher observations as well as systematic use of standardized survey tests, teacher-made tests and the tests which accompany the basic textbook series. (See also foregoing sections on evaluation of preceding reading levels.)

EIGHTH GRADE READING PROGRAM

LEVEL 19: REVIEW AND READINESS

Level 19 is the review and readiness period for eighth grade, and will lay the foundation for Level 20 which contains the basic work for the eighth grade. Level 19 should continue until the teacher is able to group pupils according to achievement levels.

1. Evaluate pupil readiness for grade eight work.
 - a. Determine pupil's reading level placement as indicated by cumulative records and survey tests.
 - b. Make diagnostic evaluation of basic reading skills to determine weaknesses in:
 - 1) Comprehension
 - 2) Sight vocabulary
 - 3) Dictionary use
 - 4) Rate of reading
 - 5) Word analysis (phonetic and structural analysis and syllabication)
 - 6) Listening skills
2. Provide review and practice, as needed, of skills tested in preparation for Level 20. Flexible grouping for reteaching and pupil practice is suggested. It is not expected that all deficiencies will be made up nor all skills perfected during the readiness period.
3. Stimulate pupil interest in reading.
 - a. Realize the need to relate reading to intense adolescent interests.
 - b. Allow pupil more freedom in reading to his special interests.
 - c. Provide reading which relates to approaching adulthood.
 - d. Capitalize on TV and motion pictures.

LEVEL 20: BASIC 8 READER

In Level 20 the basic work should be covered using a well-prepared basic reading text with accompanying teacher's manual, workbooks and reading tests, as well as related supplementary materials. **Enrichment activities** should be an **important phase** of the work at **this level**.

Group pupils according to reading abilities, as indicated by tests and inventories of Level 19. Refer to teacher's manual for teaching helps to supplement the teacher's own plans.

1. Maintain and extend word-perception skills already developed at previous levels:
 - a. Extend skills in using context clues and dictionary.
 - b. Continue vocabulary building and word derivation study.
2. Maintain and extend skills for work-(study) type reading:
 - a. Teach pupils to adjust method and speed of reading to reader's purpose and to the nature of the material. Formulate problems that require reading—activities such as: theme-writing, finding order of events, determination of character traits.
 - b. Give further practice opportunities to extend pupil skill in locating information in reference materials. Use:
 - 1) Card catalogues, Reader's Guide, bibliographies
 - 2) Atlas, almanac and other resource books
 - 3) Library book arrangement
 - 4) Who's Who and other biographical source material
 - 5) Maps, graphs, charts, tables
 - 6) Footnotes and appendices
 - c. Help pupils increase ability to select and evaluate information, to select suitable sources of information and to distinguish between relevant and irrelevant materials.
 - 1) Teach recognition of biased writing
 - 2) Discuss subjective as compared with objective writing

- d. Provide for development of comprehension skills.
 - 1) Refer to comprehension skill development at Level 18, Item 2, "f"
 - 2) Discuss purposes of special format—the inclusion of maps, charts, graphs, italics, paragraph headings, chapter divisions, footnotes, etc, to emphasize main topics, supplement the printed word and clarify organization
Students may need particular help with reading in various subject content areas, in recognizing that words are not **absolute** in meaning and that meaning may shift from one area to another. Teachers should be alert to pupil difficulties with **words, concepts** and **understandings** as well as with technical or specialized vocabularies.
- e. Provide for practice in using information:
 - 1) Summarizing
 - 2) Organizing
 - 3) Making reports
- f. Extend ability to remember what is read:
 - 1) Tie facts to be remembered to reading purpose
 - 2) Use appropriate aids to retention
- g. Extend ability to read orally.
 - 1) Emphasize clear enunciation, clear pronunciation, pleasing presentation, adjusting reading method to type of selection, absence of mannerisms, selection of suitable material for oral reading
 - 2) Stress understanding of given purpose for reading orally
 - 3) Give opportunities for oral reading to prove a point, make comparison, solve a problem, present details
3. Continue development of the interpretative appreciation that will enable pupils to understand, enjoy and use current and classical literature as a means of exploring and enriching life.
 - a. Stimulate increased appreciation of exact, appropriate and colorful words.
 - b. Help students form and react to sensory images.
 - c. Teach recognition of figures of speech—similes, metaphors, alliteration, personification, meter and onomatopoeia.
4. Stimulate worthwhile outside reading.
 - a. Keep record of pupil's reading.
 - b. Display new books.
 - c. Call attention to passages, chapters and books of particular appeal.
 - d. Assist with formation of book clubs.
 - e. Avoid use of abridged and/or simplified classics below level where original is introduced.
5. Promote interpretative oral reading.
 - a. Make and evaluate tape recordings.
 - b. Use professional records.
 - c. Set up real audience situations for experience in interpretative readings.

Corrective and Remedial Reading—Eighth Grade—Levels 19-20

Every effort should be made to secure professional assistance for those pupils of average or above average ability who are experiencing reading difficulties at this grade level.

Evaluating the Reading Program in the Eighth Grade—Levels 19-20

Evaluation of the developmental reading program in grade eight should be continuous and systematic. It should be based on both informal and formal appraisals, involving day-to-day teacher observations and the use of standardized survey tests, teacher-made tests and the tests which accompany the basic textbook series.

Oral Communication

Grades 1-8

ORAL COMMUNICATION

Speaking and listening are the child's first means of communicating. Either one without the other is of limited value; thus, anyone who lacks a reasonable proficiency in either skill is handicapped. In the past few years, speaking has gained the attention it deserves. However, not until very recently has listening been considered a skill to be taught through planned and continuous instruction.

SPEAKING

The most obvious phase of the language development of a child is the degree to which his articulation has or has not matured. By the time they are six and a half years old, most children are able to use the following sounds accurately in their speech: **b, p, m, w, h, d, t, n, g, k, ng** (sing), **j, y, f, v, th** (that), **zh**, (measure), **sh**, and **l**. These same children at seven and a half years will in all probability have speech that has matured to the degree that the sounds **s, z, r, th** (thick), and **wh** are well established. It is agreed that girls tend to reach mature articulation a year earlier than do boys.

Recent surveys and studies have shown that seven to ten per cent of all school children have defective speech. The majority of these children are found in the first and second grades. The speech defect found most often is defective articulation, of a functional nature rather than an organic nature. That is, the speech organs are normal but the child has not learned to use his tongue, teeth, lips and palate correctly in producing specific speech sounds. In following the developmental order of speech sounds, first and second grade children whose speech is defective could be expected to have difficulty with the **s, z, r**, voiceless **th, l**, and the **s, r**, and **l** blends. Those with more immature speech would most likely also have difficulty with the voiced **th, k**, and **g**. It is often said that children will "outgrow" these speech errors, but the majority do not. If these children do not have the opportunity to receive regular therapy from a trained therapist, teachers and parents are urged to seek advice from a qualified therapist in the area.

A certain amount of non-fluent speech is a part of the development of speech in the young child. The non-fluencies may be hesitations, prolongations and repetitions in varying degrees of severity. It is important that a child with non-fluent speech **not** be labeled a "stutterer". If a child is labeled a "stutterer" and made to feel that his way of talking is undesirable, he will react emotionally to his speech, and stuttering of a very serious nature may result.

A teacher can help a child with non-fluent speech most by following these suggestions:

Do:

Treat him as a normal child.

Accept his non-fluencies.

Encourage left-sided activities, if he writes or eats left-handed.

Nothing but wait for him to "get the words out."

Show you are interested in him.

Ask him questions on his fluent, "good", days.

Maintain a calm atmosphere in the classroom.

Emphasize to him the activities, games and subjects he excels in.

Let him participate in group speaking and singing activities.

Don't:

Ask him to talk more slowly or to stop and start over again.

Tell him to take a deep breath.

Call attention to his non-fluencies either by word or attitude.

React emotionally to the child's speech instead of accepting it as the way the child talks.

Tell him the words he is attempting to say or let his classmates answer for him.

Overlook opportunities to call on him when he wants to answer a question.

Call his speech to his attention unless you know he calls himself a "stutterer."

LISTENING

Children enter school with a wide variety of differences in listening habits. It is generally agreed that specific training in listening can effect marked improvement in individual listening skills. Children who can learn early **why** they are to listen, **what** they are to listen for and **how** they are to listen have an obvious advantage in the development of good study habits and in achievement in learning. Teachers are urged to realize the early influence of the teacher's own speaking voice, manner and vocabulary on pupil interest in listening, as they help children to listen for enjoyment and appreciation, for information, and for analysis and evaluation, through planned, sequential instruction.

However, a few pupils may not seem to achieve the expected improvement in listening ability as a result of careful teaching of listening skills.

Many authorities in the field of Speech and Hearing state that from five to ten per cent of our school children suffer from some degree of hearing impairment. The hearing-defective child is best detected by the use of pure tone audiometric test. However, a hearing survey is not possible in all communities. In observing her children, the class-room teacher should be alert to the symptoms of impaired hearing. Children may be defective in hearing when they:

Are continually inattentive or disinterested.

Make frequent requests for repetition of statements.

Turn one ear to the speaker.

Watch the speaker's face with unusual care.

Have too soft or loud a voice.

Are doing school work below ability level.

Have frequent colds, nose and throat infections.

If a child manifests two or three of the above symptoms, he should be referred to the school nurse or to the family physician.

The teacher who knows she has a child with impaired hearing in her room can help the child by:

Seating him in the front of the room or in an advantageous position where he can see and hear best everything that is going on.

Standing so the light falls on the teacher's (or speaker's) face.

Speaking naturally without exaggerated volume or lip movements.

Gaining the child's attention before giving assignments.

ORAL COMMUNICATION

GRADE ONE

Speaking:

Activities should be planned so that pupils have opportunity to:

1. Appear before a group to
 - a. Tell stories
 - 1) Old stories
 - 2) Original stories
 - b. Read orally
 - c. Establish speaking poise
 - 1) Stand "tall"
2. Develop a pleasant speaking voice
 - a. Fluent speech
 - 1) Articulation
 - 2) Enunciation
3. Speak to explain
 - a. Repeat directions
4. Speak in a group
 - a. Conversation
5. Speak for dramatic effect
 - a. Dramatic play
 - b. Choral reading

Listening:

Opportunities need to be provided for pupils to:

1. Listen to stories and become aware of the sequence of ideas
2. Listen for pleasant and correct speech
 - a. Recognize sounds
 - 1) Pleasant, sad, happy, sharp, soft
 - 2) Rhyming sounds
 - 3) Vowel sounds
 - b. Listen to own recordings and others
3. Listen to understand
 - a. Listen to repeat or follow instructions or directions
4. Listen in order to participate
 - a. Listen courteously to conversation
5. Listen for dramatic effect
 - a. Listen for enjoyment

ORAL COMMUNICATION

GRADE TWO

Speaking:

Activities should be planned so that pupils have opportunity to:

1. Appear before a group to
 - a. Establish speaking poise
 - b. Tell stories
 - 1) Old stories
 - 2) Original stories
 - 3) Finish a story partly told
 - c. Read orally
2. Develop a pleasant speaking voice
 - a. Fluent speech
 - 1) Enunciation
 - 2) Articulation
 - 3) Pronunciation
 - b. Make recordings
3. Speak to explain
 - a. Give or repeat announcements
 - b. Make introductions
4. Speak in a group
 - a. Planning and discussions
 - b. Establish a story sense
 - 1) Tell stories in sequence
 - 2) Supply different, original endings
 - c. Telephone conversations
5. Speak for dramatic effect
 - a. Act out stories
 - b. Choral readings

Listening:

Opportunities need to be provided for pupils to:

1. Listen to the speaker
 - a. Listen courteously
 - b. Listen for good vocabulary
2. Listen for pleasant, correct speech
 - a. Listen for obvious mistakes
 - b. Listen to own and others' recordings
3. Listen to understand
 - a. Listen for main idea and specific details
4. Listen in order to participate
 - a. Listen to repeat exact conversation or give exact telephone messages
 - b. Listen for sequence
5. Listen for dramatic effect
 - a. Listen for enjoyment

ORAL COMMUNICATION

GRADE THREE

Speaking:

Activities should be planned so that pupils have opportunity to:

1. Appear before a group to
 - a. Develop speaking poise
 - 1) Posture
 - 2) Eye contact
 - 3) Separation of sentences
 - b. Relate experiences
 - c. Share favorite poetry
 - d. Read to an audience
2. Develop a pleasant speaking voice
 - a. Speak clearly
 - 1) Enunciation
 - 2) Articulation
 - 3) Pronunciation
 - 4) Variation of pitch and tone
 - b. Make recordings
3. Speak to explain
 - a. Brief descriptions
 - 1) Pictures
 - 2) Objects
 - 3) Simple games
 - 4) How to make things
4. Speak in a group
 - a. Committee work
 - b. Simple parliamentary procedure
5. Speak for dramatic effect
 - a. Dramatics (plays, programs)
 - b. Choral reading

Listening:

Opportunities need to be provided for pupils to:

1. Listen to the speaker
 - a. Listen with understanding and appreciation
2. Listen for pleasant and correct speech
 - a. Listen to recognize poor and good qualities
 - b. Listen to recorded voices
3. Listen to understand
 - a. Listen for information
 - b. Listen for main idea
 - c. Listen to relate ideas to main topic
 - d. Listen to repeat information or to carry out an activity
 - e. Listen to recognize complete sentences and correct usage
4. Listen in order to participate
 - a. Listen to evaluate reports
 - b. Listen to respect opinions of others
5. Listen for dramatic effect
 - a. Listen for enjoyment
 - b. Listen for character portrayal

ORAL COMMUNICATION

GRADE FOUR

Speaking:

Activities should be planned so that pupils have opportunity to:

1. Appear before a group to
 - a. Tell jokes and riddles
 - b. Relate short anecdotes
 - c. Discuss a hobby
2. Develop pleasant and correct speech
 - a. Use correct endings
 - b. Use punctuation in speaking
 - c. Speak to an audience
 - 1) Read orally
 - 2) Repeat poetry
 - 3) Retell stories
 - 4) Recordings
3. Speak to explain
 - a. Reports
 - b. Experiments
 - c. Giving directions
4. Speak in a group
 - a. Announcements
 - b. Club work
 - 1) Election of officers
 - 2) Minutes
 - 3) Committees
 - c. Vocabulary games
 - d. Give constructive criticisms
5. Speak for dramatic effect
 - a. News broadcast
 - b. Plays from content field
 - c. Choral reading
 - d. Prepared plays
 - 1) Memorize and present parts
6. Speak to entertain
 - a. Original poems and stories
 - b. Reading narrative poetry
7. Speak to persuade
 - a. Avoid untruths and exaggerations
 - b. Encourage use of reliable sources of information

Listening:

Opportunities need to be provided for pupils to:

1. Listen to the speaker
 - a. Stress courteous attention; avoid wool-gathering
2. Listen for pleasant and correct speech
 - a. For pitch
 - b. For punctuation
 - 1) Period, comma, question mark and exclamation
 - c. To own and other recordings
3. Listen to understand
 - a. Quizzes on reports
 - b. Evaluation by student of reports and experiments
 - c. To make mental outlines
 - 1) Pick out main topic and relate material to it
4. Listen to participate in
 - a. Vocabulary games
 - b. Constructive criticisms
5. Listen for dramatic effect
 - a. Listen for enjoyment
 - b. Listen for feeling expressed
 - c. Listen for character portrayal
6. Listen for entertainment
 - a. Listen for plot
 - b. Listen for enjoyment
 - c. Listen for musical qualities in both prose and poetry
7. Listen critically and selectively
 - a. For untruths and exaggerations
 - b. For authority for speech (Who's talking and why?)

ORAL COMMUNICATION

GRADE FIVE

Speaking:

Activities should be planned so that pupils have opportunity to:

1. Gain practice in conversation
 - a. Repeat conversations correctly
 - b. Use conversation to make talks more interesting
 - c. Make introductions that include a few words of courteous conversation
 - d. Telephone
 - e. Employ good manners in conversations
 - 1) Ask proper questions
 - 2) Include majority
 - 3) Avoid monopolizing conversation
 - 4) Ask intelligent questions
 - 5) Respect opinions of others
 - f. Speak clearly
 - 1) Learn to articulate
 - 2) Learn to enunciate
 - 3) Learn intonation
 - 4) Learn to speak concisely
 - g. Organization
 - 1) Choose subject and build around it
2. Participate in parliamentary procedure
 - a. Calling to order
 - b. Minutes
 - c. Address the chair
 - d. Recognition from chair
 - e. Motion
3. Speak to explain and inform
 - a. Committee meetings
 - b. Book reports
 - c. Announcements
 - 1) Clear and to the point
 - d. News stories
 - e. Use of outline in speaking
 - f. Descriptions
 - 1) Use of adverbs and adjectives
4. Participate in class discussions
 - a. Take turns talking in class
 - b. Organize talk
 - c. Demonstrate
 - 1) Science experiments
 - 2) Arts, handicrafts, etc.

Listening:

Opportunities need to be provided for pupils to:

1. Listen to conversation
 - a. Courteous attention and participation
 - b. Introductions
 - 1) Remember names
 - c. Become sound conscious
 - 1) Learn to identify sounds (sad, happy, human, nature, etc.)
 - d. Listen for main ideas
 - 1) To take notes
2. Listen to help make group decisions
 - a. Waiting for turn
 - b. To correct minutes
3. Listen to reports
 - a. To keep mind on main topic
 - b. For sequence
 - c. For specific items
 - 1) For overworked words (well, and, then, so)
4. Listen in class
 - a. To take turns
 - b. For organization
 - c. For selectivity
 - d. To demonstrate

5. Tell stories effectively
 - a. Begin with interesting sentence
 - b. Give attention to sequence
 - c. Avoid running sentences together
 - d. End with lively sentence and a high note of interest
6. Speak for dramatic effect
 - a. Radio plays
 - b. Puppets
 - c. Dramatizing
 - 1) Reading stories
 - d. Develop poise
5. Listen to story telling
 - a. For sequence
 - b. For interest and enjoyment
6. Listen to dramatization
 - a. To take part
 - b. To follow directions
 - c. For enjoyment

ORAL COMMUNICATION

GRADE SIX

Speaking:

Activities should be planned so that pupils have opportunity to:

1. Gain additional skill in conversations and discussions
 - a. Set up standards for and by the group
 - b. Concentrate on what is being said
 - c. Use sentences in speaking
 - d. Practice correct word usage
 - e. State views with clarity and persuasive-ness
 - f. Accept responsibility for saying what is true and reasonable
 - g. Meet and greet guests courteously
 - h. Make courteous telephone calls
 - 1) Long distance and rural calls
 - 2) Emergency calls
 - 3) Discussions on a report of a telephone call
 - i. Formal discussions
 - 1) Panels
 - 2) Symposiums
 - j. Parliamentary procedure
 - 1) Robert's Rules of Order
2. Develop a pleasant speaking voice
 - a. Appropriate pitch
 - b. Develop adequate volume to fit situation
 - c. Pronunciation, articulation, enunciation
 - 1) Say each syllable distinctly
 - 2) Watch suffixes
 - 3) Errors to watch for and to correct
 - a) Substitution of sound:
N for ing as comin' for coming
Git for get; dis for this
 - b) Voicing and unvoicing errors:
Cidy for city
Z for S in decrease, lease
 - c) Omission of sounds:
Doncha for don't you
Artie for Arctic
Lemme for let me; hafto for have to
Yagotta, alotta, yagonago
 - d) Addition of sounds:
Chimney for chimney
Egshibit for exhibit
Acrosst for across
Umbrella for umbrella

Listening:

Opportunities need to be provided for pupils to:

1. Listen to conversation and discussions
 - a. To develop ability and desire to contribute worthwhile ideas effectively
 - 1) Courtesy demanded in exchange of ideas through discussions
 - 2) Listen for facts or opinions
 - 3) Listen to gain information
 - 4) Listen to distinguish between truth and exaggeration
 - 5) Listen to bolster a point of view
 - 6) Listen to respond to the challenge of new ideas and interests
2. Listen to develop a pleasant speaking voice
 - a. Recognize and accept foreign accents and dialects
 - b. Record and evaluate own voice

- e) Transposition of sounds:
 Childern instead of children
 Hunderd instead of hundred
- f) Distortion of sounds (heavy and noticeable):
 Cet for cat
 D's for t's sounds

- d. Rate
- e. Phrasing and smoothness
- f. Match tempo of speech to the meaning
 - 1) "Quick as a flash"

- 3. Speak to explain and inform
 - a. To give facts in proper sequence
 - b. To be clear and concise
 - c. To select best choice of words for exact meaning
 - d. To describe accurately
 - e. To increase vocabulary
 - f. Activities
 - 1) Interpret and follow directions
 - 2) Introductions
 - 3) Instructions
 - 4) Experiments
 - 5) Reports
 - 6) Giving announcements
 - 7) TV and radio programs

- 4. Speak for a dramatic effect
 - a. Dramatizations through voice and action
 - 1) Spontaneous
 - 2) Planned
 - a) Memorized or read
 - b) Dialogues and monologues
 - c) Plays and scripts
 - d) Dramatize telephone conversations
 - f) A broadcast or telecast
 - 3) Develop understanding of characterization
 - 4) Develop understanding of dramatic theme
 - 5) Choral speaking
 - a) Refrain
 - b) Solo-duet-trio
 - c) Line-a-child
 - d) Two-part
 - e) Antiphonal (heavy and light voices talk to each other such as dialogue)
 - f) Unison
- b. Use of puppets for character portrayal

- 3. Listen to increase knowledge
 - a. For facts given in sequence
 - b. To be able to repeat and follow directions or instructions
 - c. For best choice of words
 - d. For descriptive words that suggest sounds, smells, noises
 - e. To gain information

- 4. Listen to dramatizations
 - a. For moods and feelings expressed
 - b. For enjoyment
 - c. For good character portrayal
 - d. For class suitability

5. Speak to develop free expression and poise
 - a. Establish standards for and by the group for good story telling
 - b. Suitability for the class
 - c. Activities
 - 1) Relating personal experiences
 - 2) Old and original stories
 - 3) Finish a story partly told by another
 - 4) Hobbies, collections and exhibits
 - 5) Favorite TV shows, movies, radio programs
 - 6) Poetry
 - 7) Anecdotes, asking riddles, fables
 - 8) Selecting narrow topics from content fields
 - 9) Travel talks
 - 10) Book reports
5. Listen attentively
 - a. For enjoyment
 - b. Select what the speaker did to get attention
 - c. To find the climax or turning point of a story
 - d. For incidents which arouse interest in the story and lead to the climax
 - e. Discriminate between idea and fiction
 - f. Discriminate between idea and example
 - g. Discriminate between evidence and argument
 - h. For an interesting swing or rhythm in poetry

ORAL COMMUNICATION

GRADE SEVEN

Speaking:

Activities should be planned so that pupils have opportunity to:

1. Appear before a group to
 - a. Participate in conversation
 - b. Give directions and announcements
 - c. Learn to record voice
 - 1) Proper microphone usage
2. Continue to practice pleasant and correct speech
 - a. Concentrate on
 - 1) Tone
 - 2) Projection
 - 3) Inflections
 - 4) More expressive voice
 - b. Develop clear diction in oral reading
3. Speak to explain
 - a. Organize explanations in an outline
 - b. Science demonstrations
 - c. Hobby talks
 - d. History reports (research)
4. Speak to a group
 - a. Parliamentary procedure
 - b. Panel discussions
 - c. Class discussions
5. Speak for dramatic effect
 - a. Tell stories
 - b. Dramatize stories and poems
 - c. Dramatize incidents
 - d. Give patriotic plays and skits
6. Speak to entertain
 - a. Relate personal incidents
 - b. Report humorous essay or story
 - c. Relate most embarrassing moment
7. Speak to persuade, examples:
 - a. Have class debates in social sciences
 - b. Seek to enlist membership in a club—Boy Scouts, Y Teens
 - c. Give arguments for practicing personal hygiene
 - d. Give arguments for learning social graces

Listening:

Opportunities need to be provided for pupils to:

1. Practice giving careful attention to directions (especially class assignments)
2. Listen for correct and pleasant speech
 - a. To determine voice
 - 1) Tone
 - 2) Appropriate projection
 - 3) Speed
 - 4) Inflection
 - b. For clear diction
3. Listen to understand explanations
 - a. For sequence
 - b. Develop major aspects of a report
 - c. Coordinate visual demonstrations with oral explanation
4. Listen to participate
 - a. To hear proper motions
 - b. To stick to the point of the motion being considered
 - c. For facts and statistics in a discussion
 - d. Ask pertinent and thoughtful questions
5. Listen for dramatic effect
 - a. To anticipate what will happen in a story
 - b. For enjoyment of story of incident
 - c. To get the point of an inductational play
6. Listen to entertainment
 - a. For proper timing in telling a joke
 - b. For subtle humor
 - c. To a humorous incident and recall similar incidents
7. Listen to interpret meaning
 - a. To follow the progression of an argument
 - b. Listen to speaker's point of view
 - c. To draw own conclusions
 - d. For prejudices

ORAL COMMUNICATION

GRADE EIGHT

Speaking:

Activities should be planned so that pupils have opportunity to:

1. Appear before a group to
 - a. Make announcements
 - b. Introduce self to group
 - c. Direct people to places
 - d. Give book reports
2. Develop pleasant and correct speech
 - a. Record voice
 - b. Read stories which require concentrated breath control
 - c. Read tongue twisters to develop articulation
 - d. Read lists of words often mispronounced
3. Speak to explain
 - a. Speak from an outline
 - b. Give hobby talks
 - c. Give demonstrations and experiments
 - d. Give travel talks
4. Speak in a group
 - a. Library usage, notetaking, speech outlines, speak from notecards
 - b. Round table discussions
 - c. Panel discussions
 - d. Symposiums
 - e. Parliamentary procedure
 - f. Debating
5. Speak for dramatic effect
 - a. Story telling—old and original
 - b. Radio and TV skits or broadcasts
 - c. Read dramatic stories and poems
 - d. Present short plays and skits
 - e. Give dramatic monologues
 - f. Choral reading
6. Speak to entertain
 - a. Funny incidents, jokes, stories
 - b. After-dinner speeches
 - c. Humorous readings and skits
7. Speak to persuade
 - a. Salestalks, TV and radio commercials
 - b. Plea for cause, to incite to action
 - c. Extemporaneous speeches
 - d. Memorized orations

Listening:

Opportunities need to be provided for pupils to:

1. Listen to the speaker
 - a. For directions
 - b. For incidents in a story plot
 - c. For data in announcements
2. Listen for pleasant and correct speech
 - a. Listen to recording of voice for
 - 1) Voice
 - 2) Pitch
 - 3) Voice placement
 - 4) Enunciation
 - 5) Voice quality
 - b. To make self-evaluation chart of voice according to above aspects
3. Listen in order to understand
 - a. Major parts of an explanation
 - b. Observe closely as in listening to demonstrations and experiments
4. Listen to speaker
 - a. For information in a discussion
 - b. To ask intelligent questions
 - c. To respect others' points of view
 - d. To prepare an effective rebuttal
5. Listen to dramatization
 - a. To ascertain if dramatic characterizations are in character
 - b. For various dramatic moods
 - c. For the progression of a plot
6. Listen to entertainment
 - a. For punch line of a joke
 - b. For subtle humor
 - c. To recognize satire
7. Listen critically and selectively
 - a. For logic and facts as opposed to emotionalized arguments and propaganda
 - b. To draw conclusions on controversial subjects

Written Communication

Grades 1-8



WRITTEN COMMUNICATION

Written communication is the means by which people express their thoughts and ideas so that other people may read and clearly understand them. During the elementary school years, the foundation for effective written communication is built. During these years, children are bubbling over with ideas and the desire to express them. To encourage and nourish the child's enthusiasm for expressing his ideas is one of the most important jobs of the elementary teacher. If enthusiasm for expression is discouraged by over-emphasis on the mechanics of writing at the primary and intermediate levels, individual creative thought may be stifled.

Although effective written expression is of secondary importance to creative thought, inability to communicate original ideas in correct written form becomes an increasing handicap as students progress to junior and senior high school. Therefore, the overall objective of the writing program, grades 1-12, is to teach students to express their thoughts clearly, effectively and correctly in written English. Work in grammar, spelling, punctuation, vocabulary and sentence structure contributes to this general objective. In order to accomplish this important phase of the Language Arts, the general goals listed below are suggested as a guide in written communication for grades one through eight.

To use this Guide with maximum efficiency, the teacher must take inventory of her pupils' skills and abilities in written communication at the beginning of each school year. Before she begins to stress new goals, she should review or reteach those skills which have not been mastered previously. This Guide indicates only the new skills to be taught at each level.

It should be the responsibility of each teacher to inspire every pupil to:

Have ideas to express.

Enjoy expressing his ideas.

Build a rich vocabulary with which to express his ideas in colorful, interesting style.

Use good grammatical construction.

Be accurate in proof-reading or editing his own writings.

SPELLING

Spelling is a basic tool for the written expression of thoughts. As soon as children begin to write, they must be able to spell. Spelling is complicated and supplemented by many other skills, including vocabulary, meaning, pronunciation, handwriting, phonetics and others. The unity of the Language Arts is nowhere more evident than in spelling.

The words that a child learns to spell successfully are words that he has learned through hearing them, speaking them and reading them. A child recognizes the importance of spelling when it serves the practical purpose of meeting his writing needs. Reports, compositions, letters, bulletins and articles for the school newspaper are important motives for learning to spell. But a desire to be a good speller, and pride in being able to spell well, must often be inspired by the teacher. Further, a child needs to be shown that he can spell. His success in spelling will be influenced by his reading, his handwriting and his speech habits, as well as by the formal spelling lessons and the interest, enthusiasm and efficiency of his teacher.

Spelling should be taught in relation to its fellow aspects of the Language Arts. This means that to be learned successfully, spelling words should be meaningful to the child and should be those needed for the child's level of ability.

As is true in other phases of Language Arts, provision for individual differences should be made in teaching spelling. The best plan for meeting these differences seems to be the use of a combination of group and individual teaching.

Since spelling is a subject that can be accurately graded objectively, individual charts may be an inspiration to learning and level achievements may be checked by any one of several spelling scales. It is reasonable to assume that a series of spellers published by any of the well-known publishing companies will have the words which the child needs to know presented in grade sequence. The work in most spelling books is organized on a weekly plan with frequent tests.

Research has shown that the following method of teaching spelling seems to be the best (visual, auditory and kinesthetic skills are involved):

1. Pronounce the word. Know its meaning.
2. Look carefully at each part as it is pronounced.
3. Say the letters in sequence.
4. Visualize the word and say the letters.
5. Look at correct spelling.
6. Write the word.
7. Check for accuracy.
8. Restudy if necessary.
9. Write in context.

SPELLING

GRADE ONE

Spelling is not taught as a separate subject until the last ten or twelve weeks of this grade, but is correlated with needs for written expression. Appropriate words should be selected from words most frequently written by first-grade children. No spelling workbook or text is placed in the hands of the children.

GRADE TWO

Spelling should have a definite place in the daily program in this grade. It is necessary that the work of the formal spelling lesson be coordinated with other content subjects. Words which the children may use in their writing should be included in the word list. Some of these words will be those which are most frequently written by children at this grade level. These words, even though difficult, should be taught. The list of spelling words should be in the reading vocabulary of this age child; recent surveys have shown that children are better able to learn and retain the spelling words which they have already learned to read.

Word-attack skills listed for grades one and two (Levels 2-7, inclusive) form an important foundation for formal spelling lessons.

GRADE THREE

The spelling words taught should be those most frequently used.

At this level, much care must be taken to check all written work as an evaluation of the effectiveness of the spelling program.

Re-emphasize in spelling the word-attack skills taught in reading, Levels 9-10, inclusive, listed on pages 21, 22 and 23 of this Guide.

GRADES FOUR, FIVE, SIX, SEVEN AND EIGHT

Basic spelling is taught as part of the Language Arts program; however, vocabulary development and spelling are important in every phase of school work and should receive appropriate emphasis.

The words for these grades should include words of permanent value which have not been learned in earlier grades. They should be words most frequently used by children in these grades and review of difficult words of previous grades. A spelling text furnishes a list of words for systematic study. Individual pupil's errors should be studied and emphasis placed upon words most frequently misspelled.

Re-emphasize word-attack skills listed in the Developmental Reading Program for each grade. See pages indicated below:

Grade four, Reading Levels 11 and 12	Pages 25 and 26
Grade five, Reading Levels 13 and 14	Pages 29 and 30
Grade six, Reading Levels 15 and 16	Pages 32 and 30
Grades seven and eight Reading levels 17-20	Pages 37 and 40

HANDWRITING

Like other skills of the Language Arts, handwriting is a tool of communication. Its purpose is to record expressed thoughts. It is a motor skill which improves with correct and systematic practice.

Handwriting should meet certain standards of quality and speed; **how** a pupil writes is of equal importance. Speed, legibility and character are the basic criteria of handwriting. The formation of letters—which affects the legibility of writing—should be stressed until mastered before speed is emphasized. Character, or individual style and beauty is developed later. As the pupil gains skill he will be able to pay less attention to **how** he is writing and can give more thought to the meaning of **what** he is writing. Writing should not become automatic until letter forms are correct. Speed is of concern to the writer, while legibility is important to reader and writer alike.

Correct position is essential for the writing lesson. The pupil should assume a comfortable and relaxed writing position. He should hold the pen or pencil loosely between the thumb and the first and second fingers, and use a combination of arm and finger movement as he writes.

Manuscript writing is recommended for grades one and two. The change from manuscript to cursive writing should take place at the beginning of the third grade. However, children will need to continue their use of manuscript writing in many subject-related activities in grades above the third.

Most children change easily from manuscript to cursive writing if there has been a readiness period in which they are gradually introduced to the new forms. Children should be shown how the letters are changed and connected, and have some experience in reading cursive writing before attempting to reproduce it. Experience indicates that children should be taught cursive writing at the third grade level for the following reasons:

1. If cursive writing is taught earlier, much has to be retaught in the third grade.
2. The motor coordination of a third grader is better developed and aids him in learning the cursive faster and more easily.
3. A youngster has had valuable experience in the first two years in using writing as a tool of expression.

Throughout the intermediate and upper grades, both formal and informal methods of teaching handwriting should be used. Daily formalized instruction should be based on the writing needs of the group as determined by an analysis of student errors.

Models of both small and capital letter forms should be displayed **at eye level** to assist children in the improvement of their handwriting.

Every school should select **one** handwriting method as a model for use throughout all the grades.

The Left-handed Child*

It is generally accepted that strongly left-handed children should be allowed to write with their left hands. Special attention to the position of writing materials and to the position of the child himself will help the left-handed child to see what he is writing and to sit and write comfortably.

Left-handed writing is not "just the opposite" of right-handed writing. In fact, left-handed children who try to sit "just the opposite" are forced to curl their hands above the lines in order to see what they are writing. The following suggestions have been developed to assist the teacher in helping left-handed children avoid awkward, cramped writing positions.

Paper position :

Manuscript writing: Paper should be placed in same parallel position as for right-handed child, but well to the left of the body.

Cursive writing: Paper should be placed opposite the right-handed position, but lower on the desk and with the lower right hand corner of the paper well to the left of the body.

Child's position :

Chair should be placed to the right-of-center of the desk. Child's hand should rest on the side of the little finger, so that hand and arm will glide on forearm and the side of the little finger.

Child's forearm should be low on the desk; the elbow should be just off the edge of the desk, and will progress further off the edge as he writes.

Child's body should bend forward somewhat more than the right-handed position.

* Adapted from Curriculum Guide, Grades 1-3, State of Washington, Olympia.

CREATIVE WRITING

Creative writing should be an integral part of every Language Arts program, for it serves many purposes. It permits children to express themselves and to have fun; it serves as an emotional outlet for all students and as a challenge for the development of a particular talent possessed by only a few. But the main reason for teaching creative writing is to help all children want and learn to express themselves clearly and in as interesting manner as possible.

Two basic concepts are of great importance:

1) **Creative writing cannot be demanded, it must be encouraged.** Motivation for creative writing must come from within the child; it cannot come as a cut and dried assignment. If the proper room atmosphere is present, if the relationship between teacher and pupils is easy and relaxed and friendly, if suitable subject matter and experiences are provided, all children will create something and some children will create beautifully.

2) **A creative piece of work belongs to the creator;** others should keep "hands off". Because it takes so little to inhibit creative thought, a teacher should not correct a young writer's piece unless asked to do so; then she might talk it over with him and let him correct and recopy. This does **not** mean that standards of writing should not be established. Indeed, standards should be very high. But they can be accomplished through positive criticism, pointing out the best expression and just the right line.

To teach creative writing, a teacher herself must be able to discriminate between inferior, mediocre and superior expression. Through reading good poetry and good stories, teachers and children alike will learn to differentiate between "just expression" and genuinely superlative writing. A broad background of information, an increasing vocabulary and an ever-growing appreciation of good creative writing are desirable for both teacher and children.

CREATIVE WRITING

GRADE ONE

Goals

1. Develop experience stories
2. Develop original stories
3. Stimulate interest in original poems

Teaching Suggestions

1. a. Write about an experience common to everyone, such as: shuffling in leaves in fall, reacting to beautiful colors and sounds, wading in snow, etc.
- b. Encourage interest in items brought to pupils' attention by teacher or other students, such as: a new baby sister, a litter of kittens, etc.
- c. Record group experiences
2. Dictate an imaginary story in sequence
3. Dictate simple two line poems following colorful experiences

GRADE TWO

1. Stimulate children's interest in their own ability to express original thoughts
2. Stimulate interest in creating original stories
3. Stimulate children's interest in writing original poetry

1. a. Teacher continually calls attention to characteristics of a good story
- b. Teacher writes as a "surprise gift" for a child something she has heard that child express well
- c. Teacher offers help in writing what a child dictates
- d. Child writes title for interesting pictures
- e. Child writes title for other children's oral stories
- f. Child uses new words in his own sentences
- g. Stories should be accepted verbatim, so that child builds confidence
2. a. Encourage children to write stories of:
imagined adventures and experiences
pets they'd like to own
how certain colors make them feel
what certain sounds make them think of
- b. Encourage children to share their original stories by:
reading them aloud to the class
putting them on the bulletin board for all to read
3. a. The teacher reads many kinds of poems to the class
- b. Children have fun with rhyming words
- c. Teacher composes first line of poetry and children supply second line
- d. Set original poems to music
- e. Put words to certain rhythm patterns

CREATIVE WRITING

GRADE THREE

Goals

1. Widen and enrich the child's ability to write creatively
2. Help the child find satisfaction and joy in creative writing
3. Encourage appreciation of descriptive phrases
4. Provide opportunity for letter writing
5. Interest children in writing original poetry

Teaching Suggestions

1. Provide a wealth of experiences:
First hand experiences
Wide acquaintances with stories and poetry
2. a. Riddles—"ABC Riddle Book"
b. Experience stories
c. Stories about interesting pictures
d. Make-believe stories, collected in a class book of stories
e. Autobiography—"My" booklets:
My Babybook
My Schooldays
My Pets
My Hobby
My Trips
My Likes and Dislikes
My Ambition
3. Descriptions in terms of own sensory reactions:
What do you think of when you hear the wind?
How do you feel when you look at lovely things?
4. Invitations, thank you and friendly letters
5. a. Interest topics:
Holidays and seasons
Pets
b. Teacher gives first line and lets children complete
c. Have children feel rhythm through bodily movements

CREATIVE WRITING

GRADE FOUR

Goals

1. Help children increase their power in creative story writing
2. Give children opportunity for creative descriptive writing
3. Continue interest in writing original story

Teaching Suggestions

1. a. Refer to suggestions at the third grade level
- b. Read a story up to a point and let children write possible endings
- c. Have pupils write simple autobiography, learning to set up own outlines
- d. Urge children to use colorful words such as: the water sparkles, the wires hummed, etc.
- e. Help children to use word similes such as: as frisky as a squirrel, as noisy as a flock of geese, as red as a ripe apple, etc.
2. a. Develop word pictures used in short paragraphs: a dark rain cloud, a bright sparkling morning, a snappy winter night, etc.
- b. Write "Guess Who" descriptions
- c. Write descriptions of scenes or objects:
 Mystery Box—description of object sealed in box; children guess. (Example, "a tooth") "Where Was I?" descriptions
3. a. Refer to Grade 3
- b. Make lists of rhyming words
- c. Write nonsense poems; coin new words
- d. Write story poems

GRADES FIVE AND SIX

1. Advance ability in descriptive writing
2. Promote ability in imaginative story writing
3. Extend ability in social writing
4. Give opportunity for interpretative writing

1. a. "Storybook Characters"
- b. Guess Who:
 Historical
 Contemporary
 Storybook character
2. a. Original stories in sequential order
- b. Original poems
 Refer to grades 3 and 4
3. Written invitations, diaries and friendly letters
4. a. Writing directions
- b. Book Reports:
 Write letters to the author
 Write most exciting part as news article
 Write interesting excerpt
 Write sales talk
- c. Science experiments
- d. Bulletin board announcements
- e. Retelling stories
- f. Research reports
- g. Writing summaries
- h. Taking notes

CREATIVE WRITING

GRADES SEVEN AND EIGHT

Goals

1. Incorporate Language Arts skills already taught into a purposeful creative writing program
2. Strive for variety and refinement in written expression. Correlate with expansion of vocabulary and dictionary skills

Teaching Suggestions (Refer to Grades 5 and 6)

1. a. Write conversation
b. Write up interviews
c. Write business letters
d. Record minutes of parliamentary procedure
e. Develop constitutions for student organizations
f. Extend ability to outline to three and four steps
g. Write articles for school or room newspaper
h. Write editorials for school or room newspaper
i. Write synopses
2. a. Descriptions:
 Personal experiences
 Locales
 Incidents
 Scenes, etc.
b. Original poems:
 Limericks
 Lyric
 Narrative poems
c. Evaluations and criticisms of stories
d. Autobiographies in original form
e. Classroom book of stories and/or poems:
 Title page
 Dedication
 Table of Contents
 Foreword
 Body of Book
 Index
f. Writing scripts:
 Dramas
 Skits
 Movies—scripts to accompany home-made movies as puppet shows
 Radio broadcasts
g. Writing Impersonations—as storybook character, contemporary characters, etc.

LANGUAGE USAGE

Teachers are asked to refer to the general introduction to Written Communication, page 57 of this Guide, and to the following outlines for grade content in grammatical construction, capitalization and punctuation and the letter-writing phases of language usage.

GRADE ONE

Goals

Grammatical construction

1. Develop sentence sense

Capitalization and punctuation

1. Develop awareness of capitals, periods and question marks as "starters and stoppers" to aid reader in gaining meaning
 - a. Use a capital letter
 - 1) To begin the first word of a sentence
 - 2) To begin the names of persons or pets
 - 3) For the word **I**
 - 4) To begin the first word in greeting of a letter
 - b. Use a period
 - 1) To end a telling sentence
 - c. Use a question mark
 - 1) To end an asking sentence

Teaching Suggestions

1. Accomplish through pupil-teacher planning, with pupil dictating and teacher writing:
 - Sentences for experience charts
 - Letters
 - News items to be posted
 - Labels for pictures and bulletin boards
 - Children's names

In the latter part of grade one, children may be encouraged to make own copy of story or poem composed by class to take home or to put in booklet of stories each child is making

Letter Writing

Goals

Pupils should be able

1. To compose and dictate (when there is a real situation) a letter of 1, 2 or 3 sentences which are written by the teacher on the board and sometimes copied by the children
 - a. Invitations
 - b. To classmates who are absent
 - c. To express thanks

Teaching Suggestions

1. Situations which suggest such an experience:
 - Parties
 - Culmination of a unit
- a. Sample:
Dear Mother,
Please come to see our pets.
Jane.
- b. Sample:
Dear Bob,
Get well fast. We miss you.
Love,
(Child's name)
- c. Sample:
Dear Third Grade:
We liked your play. Thank you for coming to our room.
The First Grade

LANGUAGE USAGE

GRADE TWO

Goals

Grammatical construction

1. Develop sentence sense

Capitalization and punctuation

1. Continue to emphasize and use correct capitalization and punctuation in copy work
 - a. Use a capital letter
 - 1) To begin the first word in a sentence
 - 2) To begin names of persons and pets
 - 3) To begin Mr., Mrs., and Miss
 - 4) For the word I
 - 5) The first word in a greeting and closing of a letter
 - 6) Days of the week and holidays
 - b. Use a period
 - 1) To end a "Telling sentence"
 - c. Use a question mark
 - 1) To end an "asking" sentence or question

Teaching Suggestions

1. Teacher and children compose a sentence which teacher places on board. Child copies. Choose best endings for written sentence. Choose which sentence tells the most.
1. At first most of writing will be done by teacher while children watch and dictate:
 - Letters and invitations
 - Stories and poems
 - Records of experiences
 - Outline of plans
 - Rules for safety
 - Rules for behavior, etc.Children may copy when there is a need for it.
Children will gradually take over responsibility for doing a share of writing.

Letter Writing

Goals

Pupils should be able

1. To copy letters which have been dictated by children and to which students add one original sentence
 - a. Invitation
 - b. Thank you

Teaching Suggestions

1. a. Sample:
Dear Mother and Father,
Please come to our Christmas program on Wednesday afternoon at 2:30. Our class is going to sing.
(Child's name)
- b. Sample:
Dear Miss Brown,
Thank you for telling us about the library. We liked the story about the bear.
The Second Grade

LANGUAGE USAGE

GRADE THREE

Goals

Grammatical construction

1. Thought Units
 - a. Writing reports
 - 1) Keep to the main idea
 - 2) Write interesting facts which suggest a plan for report
 - 3) Organize these facts into sequential order
 - 4) Write a good beginning sentence for report
 - 5) Choose and write titles correctly
 - b. Writing paragraphs
 - 1) Develop ability to write simple explanations of three or more sentences
 - 2) Begin to write announcements stating **what**, **where**, and **when** with polite closing
 - 3) Write news items
 - c. Writing sentences
 - 1) Recognize whole thoughts
 - 2) Recognize and write simple, interesting, telling and asking sentences
 - 3) Encourage correct form in writing

Teaching Suggestions

1. a. Correlate with other subjects
 - Social Studies
 - Science
 - Reading
 Use personal interest subjects
 - Pets
 - Games
 - Hobbies
 Favorite books:
 - Title and author
 - Main characters
 - What I liked best
 - Short summary
 Keep "Book File"
 - Three or four sentences about good books
- b. 1) Give practice in paragraphs about:
 - How to play a game
 - How to make something
 - How to do something
 2) (To be taught when an occasion to be "announced" presents itself.)
 3) For "Our News Corner"
- c. 1) Find whole thoughts
 - Recognize sentences in groups of words in texts and workbooks—ditto sheets
 - Build sentences by using parts of thoughts
 - Match parts of thoughts
 2) Practice in recognizing each kind of sentence in a group of sentences. Put a period or ? at the end.
 - Ask children to write telling sentences about Pilgrims or something they have studied. Write questions about Indians. Correlate with other subjects.
 3) Give practice in correcting groups of sentences—watch capitalization and punctuation and run-together sentences. Guard against too many **ands**.

Give practice in writing sentences:

For "Our News Corner"

For "Show and Tell Table"

[Children bring something to show and write interesting sentences about]

Use spelling words in sentences

Write sentence using new word in "My Own Dictionary"

d. Writing words

- 1) Encourage correct usage in writing
is — are
was — were
saw — seen
went — gone
ran — run
did — done
came — come
ate — eaten
has — have
gave — given
He — I; she — I; you — I
I, after name of person
may — can
let — leave
a — an
this — that; those — these
double negative
use "and" carefully

2. Vocabulary

- a. Increase and enrich written vocabulary

- d. Use attractive pictures and interesting sentences to make usage meaningful
Have children write sentences using words correctly
Play games calling for correct usage

2. Make "My Own Dictionary"; add new words; learn, and write sentences using new word
Words with same meaning
Opposite words
Same sounding words
Crossword puzzles

Capitalization and punctuation

1. Use of correct capitalization and punctuation in written work
 - a. Use capital letters for
 - 1) Names of persons and pets
 - 2) Names of days of the week
 - 3) Names of holidays
 - 4) Names of months
 - 5) Names of schools
 - 6) Names of towns, cities and states
 - 7) Names of special groups of people: Indians, Pilgrims, etc.
 - 8) Titles and initials
 - 9) The abbreviation, Mr., and Mrs.

1. Give children practice in using correct capitalization and punctuation in practical writing:
Sentences
Paragraphs
Reports
Letters
Addresses on envelopes
Filling in blanks in workbooks
Notices and announcements

Emphasize capitalization and punctuation in proofreading of creative writing
Stories
Letters

- 10) First word of sentence
- 11) First word of greeting
- 12) The word "I"
- 13) First and last word and all important words in titles of books, stories, poems and reports
- 14) The first word in every line of poetry
- b. Use a period
 - 1) After a telling sentence
 - 2) After an initial
 - 3) After an abbreviation
- c. Use a question mark
 - 1) After an asking sentence
- d. Use a comma
 - 1) To separate names of city and state
 - 2) To separate day of month and year
 - 3) After greeting of a letter
 - 4) After closing of a letter
- e. Use an apostrophe
 - 1) In a contraction

Letter Writing

Goals

Pupils should be able

1. To write individual simple letters of three or four sentences expressed in an interesting style
 - a. Thank you letters
 - b. Friendly letters
 - c. Letters requesting a favor or information
 - d. Invitations
2. To use an acceptable form for the above letters
3. To address an envelope for mailing

Teaching Suggestions

1. a. Thank resource person who visited class
 Thank for gifts
 Thank for special kindnesses
 Thank for invitations
- b. Write classmates who are ill or who have moved
 Write class in a neighboring city or state
- c. Ask resource persons to visit
 Inquire about field trips
 Ask information from children of other states
- d. Invite parents to program or party
 Invite another class to special program
2. See above situations
3. Address an envelope to accompany a letter written
 Sample:
 Doris Brown
 Glasgow
 Montana

LANGUAGE USAGE

GRADE FOUR

Goals

Grammatical construction

1. Writing reports
 - a. Use brief outline to write a one or two paragraph report
 - b. Introduce correct outline form
 - 1) List each point with a number
 - 2) Use period after each number
 - 3) Begin first word in each point with a capital letter
 - c. Begin entire report with an interesting sentence
2. Writing paragraphs
 - a. Improve short paragraphs
 - b. Use good topic sentence
 - c. Proofread the paragraph
 - d. Spell correctly
 - e. Write neatly
 - f. Begin new paragraph each time the subject changes, or a new speaker is quoted
 - g. Use correct indentation and margin form
3. Writing sentences
 - a. Develop and strengthen sentence sense
 - b. Recognize and use in writing different kinds of sentences:
 - 1) Statement
 - 2) Question
 - 3) Exclamation
 - c. Recognize and use two main parts of a sentence
 - 1) Complete subject
 - 2) Complete predicate
 - d. Recognize **who** and **what** words
 - e. Recognize action words
 - f. Recognize words that tell **what kind** or **which**
 - g. Recognize words that tell **when, where** and **how**
4. Writing and using words correctly
 - a. Encourage correct written usage of:

ride—rode—ridden	write—wrote—written
bring—brought—brought	throw—threw—thrown
take—took—taken	blow—blew—blown
begin—began—begun	drink—drank—drunk
grow—grew—grown	sing—sang—sung
know—knew—known	I—me
draw—drew—drawn	well—good
	learn—teach

Teaching Suggestions

1. Subjects of personal interest

Write about what has been seen, heard or read about a topic studied by the class

Favorite book

Favorite movie, radio or TV program

Achievement of great characters
2. Suggest functional uses of paragraph:

Make a class booklet

Write news item for display on bulletin board

Write conversation
3. Recognize kinds of sentences

Build interesting sentences

Write news items

Write bulletin board notices

Begin sentences in variety of ways to make them more interesting

Combine short sentences into a longer sentence

b. Increase and enrich written vocabulary

c. Improve child's ability to use dictionary and reference books for written work

b. Have pupils keep "Word Books" in which they write meaning of new words and use those words in sentences

Stress synonyms

antonyms

homonyms

plurals

c. Alphabetize words

Use alphabetical sequence in locating words

Use guide words

Find definitions of new words

Pronunciation—syllables—accent

Capitalization and punctuation

1. Help children become thoroughly familiar with the correct capitalization and punctuation that they need in purposeful writing activities

a. Use capitals for

1) Abbreviations—Ave., St., Blvd., Dr., Rd., R.F.D.

2) First word in a direct quotation

3) General delivery, rural route, zone, east, west, etc., in address

4) Names of buildings

5) Names of companies

6) Names of parks

7) Words such as Mother, Father, Cousin, Aunt, Uncle, when used in greeting of friendly letter

8) Name of a country

9) Name of a group of people—Chinese

b. Use periods

1) After initials

2) In direct quotations

c. Use a question mark

1) In direct quotations that are questions

d. Use an exclamation mark

1) After an exclamation

e. Use commas

1) After "yes" and "no" in conversation

2) In a series of words

3) In direct quotations

4) In the inside address of a letter

f. Use quotation marks

1) Before and after a direct quotation

g. Use colon

1) After the greeting of a business letter

h. Use apostrophes

1) In new contractions

2) Possessives

i. Use the hyphen

1) In syllables

1. Take inventory, reteach what is necessary from grade three and introduce the new uses of capitalization and punctuation

The specific use of capitalization and punctuation is taught when the need for it arises

Numerous opportunities should be provided for functional application of new learnings

Encourage correct capitalization and punctuation in all written work in any subject field

Pupils should have many opportunities to use their writing skills in purposeful, independent or non-directed situations

Examples:

To answer questions in social studies and science

To fill in blanks in reading or other work-books

To write notes to take home and remind parents of school events which will take place

To write letters to absent school mates

To take notes on readings

To write notices for bulletin boards

To write announcements to be read by other rooms

Letter Writing

Goals

Pupils should be able

1. To write individual letters of one or more paragraphs which might be of interest to the reader
2. To introduce form of a business letter
3. To address and fold a business letter

Teaching Suggestions

1. Thank for gifts, favors, invitations
Write to pen pals
Thank resource people
2. Ask for free materials
Answer box top ads
Ask for information
3. Address envelopes for letters suggested above
Fold a business letter using accepted form

LANGUAGE USAGE

GRADE FIVE

Goals

Grammatical construction

1. Thought Units

a. Writing reports

- 1) Write an interesting report of three or four paragraphs limiting subject to information available

b. Writing paragraphs

- 1) Write well-developed explanations using exact facts and correct English
 - a) Write an interesting last sentence
- 2) Writing announcements
 - a) Write brief announcements stating **what**, **where** and **when** with a polite closing
- 3) Writing news items
 - a) Share in writing purposeful news items

c. Writing sentences

- 1) Recognize and write four kinds of sentences
- 2) Recognize use of the two main parts of a sentence
- 3) Recognize **nouns, pronouns, verbs, adjectives and adverbs**
- 4) Write more interesting sentences
- 5) Avoid short, choppy sentences
- 6) Avoid run-on sentences
- 7) Combine phrases to make sentences

d. Writing words

- 1) Encourage correct usage in written work
 - a) Avoid unnecessary words
 - b) Encourage the use of:
principal parts
choose—chose—chosen
bite—bit—bitten
drive—drove—driven
fall—fell—fallen
forget—forgot—forgotten
hide—hid—hidden
ring—rang—rung
ride—rode—ridden
rise—rose—risen

Teaching Suggestions

1. a. Correlate with social studies, science and reading

Write minutes of a meeting

Write about subjects of personal interest

Achievement of great characters

Reporting what has been seen, heard or read about topics studied by the class

Favorite radio programs

Favorite book

Favorite American songs

Famous scientists, explorer, inventors

- b. Write paragraphs for scrapbook about :

Animals

Scenery

People

Homes

Clothing

Purposeful announcement

“News Corner”

- c. Give practice in recognition

Have children write original sentences illustrating all four kinds of sentences

Vary beginnings of sentences

Re-write unsatisfactory, choppy work

Proof-read and rewrite run-on sentences

- d. Expect correct usage in all written work

sink—sank—sunk

sit—sat—sat

set—set—set

lie—lay—lain

lay—laid—laid

speak—spoke—spoken

swim—swam—swum

tear—tore—torn

wear—wore—worn

- e. Correct use of:
 him—her
 himself—herself
 them—those
 rose—raise
 sit—set
 lie—lay

2. Develop a continually increasing vocabulary
2. Crossword puzzles
 Synonyms
 Antonyms
 Homonyms
 Forming plurals
 Forming possessives
3. Improve child's ability in using dictionary for written work

Capitalization and punctuation

1. Help the child master capitalization and punctuation presented in previous grades. (*To have mastered a skill a pupil must be able to use it in a non-directed situation or in one which is independent of teacher guidance*)

a. Use a capital

- 1) To begin divided quotations consisting of more than one sentence
- 2) To begin geographical names
- 3) To begin names of clubs
- 4) To begin names of companies
- 5) To begin names of programs
- 6) To begin proper nouns
- 7) To begin rural routes
- 8) To begin sacred names

1. Inventory skills of students and reteach what is necessary

Encourage correct capitalization in all written work and correlate with other subjects. Only new skills and those which inventory shows should be retaught should be presented directly by the teacher.

Experiences which provide situations for pupil use of independent non-directed activities should be provided.

These activities are closely correlated with writing experiences in other subjects.

b. Use a period

- 1) After commands
- 2) After letters in outlines
- 3) After words dividing quotations of more than one sentence

c. Use a comma

- 1) After last names when written first
- 2) To separate names of persons addressed
- 3) In divided quotations

d. Use punctuation marks

- 1) Around each part of divided quotations

e. Use a colon

- 1) In expressing time in numbers
- 2) In greetings of business letters
- 3) In scripts

f. Use a hyphen

- 1) At ends of lines when words are divided

Letter Writing

Goals

Pupils should be able

1. To continue use of business letters with added emphasis on business language and suitable stationery
2. To write an interesting friendly letter of some length
3. To write an acceptance to an invitation

Teaching Suggestions

1. a. A text gives good suggestions and correct forms
Form business letters received by the school may be used as models
- b. In a unit on transportation one from a committee might write to a railroad company for a booklet on transportation
2. a. Choose interesting and personal happenings
- b. Write to an author of a book particularly enjoyed by class
3. Thank for an invitation to a program or party

LANGUAGE USAGE

GRADE SIX

Goals

Grammatical construction

1. Thought units
 - a. Writing reports
 - 1) Provide opportunities to develop more complete written reports
 - 2) Assemble information from several sources
 - 3) Record references correctly
 - 4) Continue to organize notes in outline
 - 5) Include in report as many paragraphs as there are main headings in the outline
 - 6) Guide children in proofreading their own work
 - b. Writing paragraphs
 - 1) Provide opportunities to develop better paragraphs of explanation
 - 2) Group sentences into paragraphs
 - c. Writing sentences
 - 1) Formulate and analyze effective sentences
 - a) Declarative
 - b) Interrogative
 - c) Exclamatory
 - d) Imperative
 - 2) Recognize all parts of speech—nouns, pronouns, verbs, adverbs, adjectives
 - 3) Write more interesting sentences
 - 4) Develop longer sentences by combining shorter sentences for variety
 - d. Writing words
 - 1) Continue to enlarge and enrich vocabulary
 - 2) Encourage correct usage in writing:
between—among
by—at
in—into
to—at
let—leave
himself—(hissself)
shall—will
froze—frozen
stole—stolen
we—us
overworked words
 - 3) Present the varied uses of the dictionary in regard to writing needs

Teaching Suggestions

1. a. Choose topics according to interests and according to available material on the subject
Make composite outline of selection from social studies text before pupils make their own
Have pupils write minutes for class club
Have pupils write news stories for class newspaper
- b. Choose topics of interest—hobbies, sports, etc.
Write conversation
Write dictation
Write notices and announcements
- d. Emphasize synonyms
antonyms
homonyms
Continue plurals
possessives

Capitalization and punctuation

1. Help children master tools of capitalization and punctuation in purposeful writing
 - a. Use capitals for
 - 1) Direction words in address
 - 2) First word of details in outline
 - 3) Names of committees
 - 4) Proper adjectives
 - 5) Names of newspapers
 - 6) Words in headlines
 - 7) Words in bibliographies
 - b. Use of period
 - 1) In bibliographies
 - c. Use of exclamation mark
 - 1) After forceful commands
 - 2) After interjections that show strong feeling
 - d. Use of comma
 - 1) After interjections that show mild feeling
 - 2) After names of persons when followed by titles
 - 3) After names of publishers in bibliographies
 - 4) Before conjunction in a compound sentence
 - 5) To separate words like "too," "however," and "moreover"
 - 6) To set off most appositives
 - e. Use of quotation marks
 - 1) Around titles of short stories, plays, poems and fables
 - f. Use of colon
 - 1) In bibliographies
 - g. Use of hyphen
 - 1) To join parts of compound words
 - h. Use of apostrophe
 - 1) To form plurals of numbers and letters; Examples: a's—2's
1. Review, evaluate, and reteach any weakness in capitalization or punctuation from lower grades
Continue to provide experiences for independent non-directed activities

Letter Writing

Goals

Pupils should be able

1. To understand and master the correct forms of all kinds of letter writing
 - a. Use proper stationery and know how to fold letters correctly
 - b. Use correct letter forms
 - 1) Friendly
 - 2) Business

Teaching Suggestions

1. a. Demonstrate with various kinds of stationery
 - b.1) Give practice in writing
 - To classmates who are ill
 - To pen pals
 - To other schools
 - To friends and relatives
 - 2) Order pictures, pamphlets, etc.
Ask for information from Chamber of Commerce

LANGUAGE USAGE

GRADE SEVEN

Goals

Grammatical construction

1. Thought units
 - a. Writing reports
 - 1) Report accurately information found
 - 2) Limit the topic
 - 3) Organize ideas in more detailed outline form
 - 4) Introduce group reports
 - b. Writing paragraphs
 - 1) Increase ability to write an interesting and well-organized paragraph
 - 2) Write announcements that are brief and accurate and that catch and hold attention
 - c. Writing sentences
 - 1) Plan and write in interesting manner the four kinds of sentences
 - 2) Understand and use in writing the forms of sentences
 - 3) Develop greater variety in sentences
 - a. Inverted
 - b. Natural
 - c. Compound
 - d. Fragments
 - 4) Understand and use in good sentences the parts of the subject and predicate
 - d. Make habitual a conscious use of good English developed through knowledge of grammatical forms
 - 1) Verbs
 - a) Tenses
 - 2) Words formed with prefixes
 - a) im-, in-, dis-, bi-, re-, pre-, mis-, trans-, sub-, fore-

Teaching Suggestions

- a. Choose a topic which the students know well or want to know more about
Correlate with other subjects
Use personal interest subjects
Favorite songs
Motion pictures and TV programs in more detail
School movies and film strips
Books and magazines
- b. 1) Give directions accurately
Answer questions
Locations
How to play a game
How to make something
How to do something
- 2) Prepare an announcement for some event in which the class is interested
Contest of some kind
An exhibit
An athletic event
A musical program
A class party
A candy sale
A field trip
- c. 1) From written work decide which sentences tell something, which ask something, which tell someone to do something, and which express strong feeling
- 2) Reteach parts of simple sentence
Identify two ideas of equal importance
Recognize independent and dependent clause
- 3) Choose wordy sentences from themes.
After class discussion, let the class re-write the sentences
Build good sentences by using fragments
- 4) Identify sentence parts by simple diagrams
- d. Past form (used alone)
Past participle (used with helpers)
Lie—lay, sit—set, rise—raise

- 3) Words formed with suffixes
 - a) -able, -ful, -less, -er, -ist, -en, -hood, -ish
- 4) Agreement of subject and predicate Test words "he" and "they"
 - a) Compound subjects
 - b) Compound verbs
- e. Eliminate grammatical errors through study of parts of speech e. Correlate with writing assignments
 - 1) Verbs
 - a) Principal parts
 - b) Linking verbs
 - c) Transitive and intransitive
 - d) Active and passive voice
 - e) Helping verbs
 - 2) Nouns
 - a) Common and proper
 - b) Plurals
 - c) Possessives
 - d) Used as:
 - Simple subject
 - Object of preposition
 - Direct object
 - Indirect object
 - Predicate nominative
 - Appositive
 - Noun of address
 - 3) Pronouns
 - a) Types:
 - Demonstrative
 - Interrogative
 - b) Case:
 - Nominative
 - Objective
 - Possessive
 - c) Uses:
 - Subject
 - Object of preposition
 - Direct object
 - b) Indirect object
 - Predicate nominative
 - Adjective (possessive case)
 - 4) Conjunctions
 - a) Uses:
 - Join words
 - Join phrases
 - Join clauses
 - b) Types
 - 5) Adjectives
 - a) Degrees:
 - Positive
 - Comparative
 - Superlative

- 6) Adverbs
- 7) Interjections
- 8) Prepositions
- f. Use dictionary so it is of the utmost help

- f. Make "Own Dictionary" with most frequently mis-used and/or over-worked words

Capitalization and punctuation

- 1. Evaluate, re-teach and help pupils further master the tools of capitalization and punctuation presented in previous grades
- 2. Provide purposeful situations in which the pupil needs to use skills of capitalization and punctuation independently
- 1. Correlate and emphasize punctuation and capitalization in all written work in all classes

Letter Writing

Goals

Pupils should be able to

- 1. Recognize parts and purposes of business letters
- 2. Write a friendly letter which is
 - a. Conversational
 - b. Personal
 - c. Descriptive and colorful
- 3. Be consistent in use of form of letter
 - a. Indented
 - b. Blocked

Teaching Suggestions

- 1. Give practice in writing letters to:
 - Invite a speaker
 - Ask for information
 - Ask for permission to visit
 - Thank for a service
 - Ask for adjustments
- 3. Use as models, letters received by mail
 - Compose letters using each form; contrast characteristics of each

LANGUAGE USAGE

GRADE EIGHT

Goals

Grammatical construction

1. Thought unit
 - a. Writing reports
 - 1) Prepare and give a concise but inclusive report
 - 2) Make logical outline for practical writing
 - 3) Keep on topic
 - 4) Use good topic sentence
 - 5) Prepare group reports
 - 6) Write book reviews
 - 7) Use correct form
 - a) Indentation
 - b) Margin
 - c) Paragraph
 - b. Writing paragraphs
 - 1) Write clear explanations and definitions
 - 2) Write announcements that are brief, accurate, and catch and hold attention
 - c. Writing sentences
 - 1) Classify and analyze sentences as means toward mastery of the idea of the sentence
 - a) Types:
 - 1) Declarative
 - 2) Interrogative
 - 3) Imperative
 - 4) Exclamatory
 - b) Forms:
 - 1) Simple
 - 2) Compound
 - 3) Complex
 - c) Work for building variety in sentences:
 - 1) Inverted
 - 2) Natural
 - 3) Compound
 - 4) Fragments
 - d) Recognize without hesitation the subject and predicate:

Teaching Suggestions

1. a. Choose interesting and useful topics
Get accurate information from conversation, observation, books, magazines
Use examples or illustrations to prove statements
Correlate with other subjects
Use personal interest subjects such as:
 - Interesting facts
 - Transportation
 - Research of scientists
 - Interviews
 - Books and magazines
- b. Plan paragraphs carefully
Give only necessary details
Make directions clear, accurate and complete
Give diagrams, unmistakable landmarks or route numbers
Prepare announcement for an actual event such as:
 - Announcement of a trip
 - A party or class activity
 - To raise money
 - Athletic event
 - Exhibit
 - Candy sale
- e. 1.) Recognize various types of sentences and types of expression they represent
Reteach types of sentences and construction

Recognize different phrases and clauses that make up types of sentences
Proofread work and revise, using variety in sentence beginnings and endings

Diagram sentences, indicating all parts
Recognize that a word changes its name when it changes jobs in the sentence
Recognize "What does this word do in the sentence?"

- 1) Simple
 - 2) Complete
 - 3) Compound
- 2) Use good English through a knowledge of correct grammatical forms, vocabulary skills, prefixes and suffixes, synonyms, antonyms and homonyms
 - 3) Strengthen original sentences through recognition and use of the eight parts of speech, infinitives, gerunds and participles
 - a) Nouns: common, proper, plural, collective, possessive, nominative, objective
 - b) Pronoun: indefinite, case, gender, number, interrogative, relative
 - c) Using automatically the correct parts of verbs: transitive and intransitive; forms of contractions; forms of participles, gerunds, and infinitives; voice; conjugation; helping verbs, number
 - d) Adjectives: definition, compound, predicate adjectives, degrees, proper
 - e) Adverbs: definition, degrees
 - f) Prepositions: definition, phrases
 - g) Conjunctions: uses, punctuation
 - h) Interjections: definition, punctuation
- 2) Use parts of a pupil's own composition to help him analyze grammatical forms
 - 3) Introduce and develop a unit on the analysis and structure of language

Have each pupil start with a study of sentences he has written

Analyze sentences in terms of eight parts of speech

Reconstruct sentences using knowledge gained about parts of speech; analyze for clarity of thought

Analyze critically other people's writings

Take a look at other languages in terms of structure

Investigate the history of the structure of the English language

Capitalization and punctuation

1. Evaluate, re-teach and further develop the tools of capitalization and punctuation presented in previous grades
2. Provide purposeful situations in which the pupil needs to use skills of capitalization and punctuation independently

Teaching Suggestions

1. Correlate and emphasize punctuation and capitalization in all written work in all classes

Letter Writing

Goals

1. Stress paragraph organization of friendly, personal letter
2. Emphasize writing of business letters that are:
 - a. Clear and concise
 - b. Complete
 - c. Correct in content and form
 - d. Courteous
3. Introduce and emphasize letters of condolence or sympathy

Teaching Suggestions

1. Encourage natural expression so that the letter sounds like the writer
2. Give opportunities to:

Apply for a job by letter

Order goods by mail

Answer an advertisement

Describe a situation or a product

Express a complaint correctly

BIBLIOGRAPHY OF SUGGESTED REFERENCES AND TEACHER AIDS

READING

General

- Armstrong, Lelia and Rowena Hargrov. *Building Reading Skills*. Wichita, Kan.: McCormick-Mathers Pub.
- Bailey, Matilda and Ullin W. Leavell. *The Mastery of Reading Series*. Chicago: American Book Co., 1951.
- Bond, Guy L. and others. *Developmental Reading Series*. Chicago: Lyons and Carnahan.
- Books for You, A High School Reading List*. Champaign, Ill.: National Council of Teachers of English, 1951.
- Buchanan, L. J. and W. D. Lewis. *Diagnostic and Remedial Exercises in Reading*. Philadelphia: John C. Winston Co.
- Center, Stella S. and Gladys L. Persons. *Reading and Thinking Series*. San Francisco: Macmillan, 1940.
- Durrell, Donald D. and Helen B. Sullivan. *High Interest Low Vocabulary Booklist*. Boston: Boston University, 1950.
- Gates, Arthur I. and C. Peardon. *Practice Exercises in Reading*. New York: Bureau of Publications, Teachers College, Columbia University.
- Guiler and Coleman. *Reading for Meaning*. Philadelphia: Lippincott, 1950.
- Herzberg, Max J. and others. *For Better Reading Series*. Boston: Houghton Mifflin & Co., 1940.
- Home Reading, A Junior High School Reading List*. Champaign, Ill.: National Council of Teachers of English.
- Johnson, Eleanor M. and others. *Reading Improvement Skill Text Series*. Columbus, Ohio: Merrill, 1947.
- Johnson, Eleanor M. and others. *Modern Reading Books, I, II, III*. Columbus, Ohio: Merrill.
- Kelley, Victor H. and Harry A. Greene. *Better Reading and Study Habits*. Chicago: World Book Co., 1947.
- Parker, Don H. *SRA Reading Laboratory*. Chicago: Science Research Associates.
- Pulliam, R. A. and U. W. Leavell. *Basic Phrase Material*. Austin, Tex.: The Steck Co.
- Reader's Digest* reading materials. Pleasantville, N. Y.: Reader's Digest Assn., Inc.
- Russell, David H. and Etta Karp. *Reading Aids Through the Grades*. New York: Teachers College, Columbia University.
- Simpson, Elizabeth A. *SRA Better Reading Books*. Chicago: Science Research Associates, 1950.
- Spache, George. *Good Reading for Poor Readers*. Champaign, Ill.: Garrard Press, 1958.
- State Department of Public Instruction. *Montana Program for Developmental Reading*. Helena, Montana: State Publishing Company, 1963.
- Stone, C. R. and others. *Practice Readers Series*. St. Louis: Webster Pub. Co., 1941-44.
- Strang, Ruth M. and others. *Gateways to Readable Books; An Annotated Graded List of Books in Many Fields for Adolescents Who Find Reading Difficult*. 2nd. Ed. New York: H. W. Wilson Co., 1952.
- Teen Age Book Club*. 351 Fourth Ave., New York 10, N. Y.
- Your Reading*. National Council of Teachers of English. Champaign, Ill., 1954 (Grades 7-9).
- Your Reading Supplement*. National Council of Teachers of English. Champaign, Ill., 1956.
- Wurtz, Conrad, Doris Sindt and Margaret Keyser. "A Bibliography of Reading Lists for Retarded Readers." Iowa City: State University of Iowa Extension Bulletin, State University of Iowa, 1949.

Library Book Selection Aids

Basic Book Collection for Elementary Grades. Latest edition. Chicago: American Library Association.

Basic Book Collection for High Schools. Latest edition. Chicago: American Library Association.

Basic Book Collection for Junior High Schools. Latest edition. Chicago: American Library Association.

Booklist and Subscription Books Bulletin. Issued bi-monthly except monthly in August. Chicago: American Library Association.

Children's Catalog. Latest edition. New York: H. W. Wilson.

Standard Catalog for High School Libraries. Latest edition. New York: H. W. Wilson.

National Council of Teachers of English. Selected publications. Champaign, Illinois.

State Library Commission. Selected publications. Missoula, Montana.

Remedial

Basic reading series and workbooks at proper levels for average and below average student; examples:

Scott, Foresman
Ginn
Houghton Mifflin
D. C. Heath
Harcourt-Brace (Grade classification within book)

See also Appendix I, *Montana Program for Developmental Reading.* Helena, Montana: State Publishing Company, 1963.

ORAL COMMUNICATION

Dawson, Mildred A. *Learning to Listen.* ("Language Arts Notes," No. 3) Yonkers-On-Hudson, New York: World Book Company.

Gray, W. S. *Oral Reading Paragraphs.* Bloomington, Ill.: Public School Publishing Co.

Hatchett, Ethel L. and Donald M. Hughes. *Teaching Language Arts in Elementary Schools.* New York: The Ronald Press Company, 1956. Chap. 6.

Herriek, Virgil E. and Leland B. Jacobs. *Children and the Language Arts.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955. Chap. 7.

Johnson, Eleanor M. *The Improvement of Listening Skills.* ("Curriculum Letter No. 41") Middletown, Connecticut: Department of School Services and Publications, Wesleyan University.

Listening—Neglected Skill. ("Professional Growth Guide for Teachers") New London, Connecticut: Arthur C. Croft Publications, 1958.

Nichols, Ralph G. *What Can Be Done About Listening?* ("The Supervisor's Notebook," Vol. 22, No. 1) Chicago, Illinois: Scott, Foresman and Company, Spring 1960.

Pratt, Edward and Harry A. Greene. *Training Children to Listen.* ("A Monograph for Elementary Teachers," No. 80) Evanston, Illinois: Row, Peterson and Company, 1955.

Wilt, Miriam E. *The Teaching of Listening—And Why.* ("A Monograph on Language Arts," No. 66) Evanston, Illinois: Row, Peterson and Company, 1951.

Records accompanying Basic Reader Series

Recordings listed by American Library Association, National Council of Teachers of English, etc.

WRITTEN COMMUNICATION

Handwriting

Freeman, Frank N. *What Research Says to the Teacher—Teaching Handwriting.* Washington, D. C.: Department of Classroom Teachers, N.E.A., 1954.

- Freeman, Frank N. "Language: The Development of Ability in Handwriting." *Child Development and the Curriculum*, Thirty-eighth Yearbook of the National Society for the Study of Education, Part I. Bloomington, Ill.: Public School Publishing Co., 1939.
- Gray, William S. *The Teaching of Reading and Writing*. Chicago: Scott, Foresman and Company, 1958.
- Harris, Theodore L. (ed.) "Handwriting" *Encyclopedia of Educational Research*. Chester W. Harris. New York: The Macmillan Co., 1960.
- Hunnicut, C. W. and William J. Iverson. (ed.) *Research in the Three R's*. New York: Harper and Brothers, 1958.

Creative Writing

- Applegate, Mauree. *As Useful As a Toothbrush*. ("A Monograph for Elementary Teachers," No. 75) Evanston, Illinois: Row, Peterson and Company, 1955.
- Applegate, Mauree. *Helping Children Write*. Scranton, Pa.: International Textbook Co., 1949.
- Burrows, Alvina Trent and others. *They All Want To Write*. New York: Prentice-Hall, Inc., 1952.
- Creative Writing in Elementary Grades*. Madison, Wis.: Madison Public Schools.
- Hatchett, Ethel L. and Donald M. Hughes. *Teaching Language Arts in Elementary Schools*. New York: The Ronald Press Company, 1956. Chapters 12 and 13.
- Herriek, Virgil E. and Leland B. Jacobs. *Children and the Language Arts*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955. Chapter 10.
- Koch, Katherine. *Kindling the Imagination*. ("The Packet: A Heath Service Bulletin for Elementary Teachers," Vol. 11, No. 2) Englewood, N. J.: D. C. Heath and Company, 1956.
- Schofield, Ruth E. *Autobiographies by Children*. ("The Packet: A Heath Service Bulletin for Elementary Teachers," Vol. 12, No. 2) Englewood, N. J.: D. C. Heath and Company, 1957.
- Strickland, Ruth G. *The Language Arts in the Elementary School*. Boston: D. C. Heath and Company, 1957. Chapter 13.
- The Commission on the English Curriculum, National Council of Teachers of English. *Language Arts for Today's Children*. New York: Appleton-Century-Crofts, Inc. 1954.

Language Usage

- Basic textbooks and teacher manuals.
- Workbook materials such as:
 Merrill's *Phonics Skilltext*.
 Webster's *Dr. Spello*.
- Word studies in periodicals such as *Junior Scholastic*, *World Week*, *Reader's Digest*, etc.
- Miller, Ward S. *Word Wealth*. Holt, 1948.
- Dictionaries; *Roget's Thesaurus*. (available in Pocket Book Ed.), etc.

OTHER

- Directory of 16 mm. Educational Sound Films Available from the Montana State Film Library*, Helena, Montana: State Department of Public Instruction, 1963.
- Readers' Guide to Periodical Literature*. New York: H. W. Wilson. Also: *Abridged Readers' Guide*. New York: H. W. Wilson.
- Study Guide in English, Grades 9-12*. Second Edition. Helena, Montana: State Department of Public Instruction, 1964.

